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ABSTRACT

This institute report includes principal addresses, invited papers, exemplary student work and descriptions of coursework. Articles in the report include: "Community Services for the Community Colleges of the 70's" by John Lombardi; "Evaluation and Assessment of Community Service Programs" by Paul A. Elsner; "The New Nebraska Law and the Community Service Scene in Nebraska" by Jerry A. Lee; "A 'New' Clientele for a 'New' Community College" by Bruce M. Bauer; "The Teaching-Learning Process in Adult Education" by R. Gene Gardner; "The History and Mission of Nicolet College and Technical Institute" by Thomas Maney; "Mountain Empire: The Community's College" by Martha Turnage; "A Needs Assessment and Planning Model" by Roger F. Claesgens; "Development of the Instructional Program of the Rochester Institute" by Don A. Morgan; "C5PP5-900: College Student Personnel Work Activities" by Donald R. Zander; and "The Role of the Classical Humanities in the Curriculum of the Two Year College" by George R. Rochefort. (SW)

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THE TWO YEAR COLLEGE STUDENT

AND

COMMUNITY SERVICES

A report of an Institute held June 1973
under the joint sponsorship of:

Rochester Community College, Rochester, Minnesota
The Rochester Center, University of Minnesota
Division of Educational Administration, University of Minnesota

JC 740 137

Included are the principal addresses, invited papers, exemplary student work and descriptions of coursework

Edited by: Don A. Morgan
College of Education
University of Minnesota

January 1974

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PREFACE:

With clear focus on staff development needs and on those of the two year college student, the fourth Rochester Institute, during a six day hectic period in early June of 1973, attracted over 200 registrants to one or more of seven available workshops or practicums and a related symposium. There were over 130 individuals in attendance at the symposium alone. Not all registrants were interested in earning credits, but as many as six university credits could be earned by the eager student willing to work long and hard hours during the group session, many extending into the evenings, and to do some additional work beyond the scheduled sessions. The size of this Institute plus its scope and increasing visibility (in 1973 students came from 26 different states) have made it possibly the largest such effort in the country, but more importantly it has developed along lines which suggest it can be duplicated elsewhere. This should be viewed against the background that in 1970 for the first Rochester Institute there were fifty registrants from eight states.

Presented here is the most substantial, in size and quality, publication yet to emerge from The Institute. Four sections present a combination of views and experiences of nationally recognized philosophers and researchers, outstanding regional field practitioners, students of the Institute, and those members of the principal faculty who discuss what it was they tried to accomplish within the coursework section of the Institute.

Such a complicated affair does not happen magically. Again it is necessary to note that the organizational and administrative efforts of Dr. Dean Swanson, Acting Director, The Rochester Center, University of Minnesota, have been one of the key elements of success. Also the continued association of Dr. Wilbur Wakefield, who does double duty in helping Dr. Swanson with the administrations and helping as faculty in the educational administration courses contributed. As noted later in Section D, Chapter Nine, one of the principal reasons for success has been an attractive field site, Rochester Community College, but more particularly it has been the contributions of the President of that institution, Charles Hill, which have added so much.

Charlie is the last of the Minnesota presidents to have had national visibility and experience by serving on numerous AACJC committees and boards, and these efforts are the base of his national perspective which mean so much during the planning of The Symposium as well as during the conduct of the whole Institute. Others of The Rochester Center and of Rochester Community College are directly involved in this affair, and though not mentioned individuallly they are, as individuals, muchly appreciated.

November 1973

Don A. Morgan
University of Minnesota

Other publications of The Rochester Institute are available for purchase. All are priced at $1.50. These should be ordered through Dr. Dean Swanson, Acting Director, The Rochester Center, University of Minnesota, Rochester, MN 55901.

1. The Two Year College Student - UNREST (proceedings of the 1970 Institute)
2. The Two Year College Student and Student Personnel Services (1971)
3. The Two Year College Student - Careers and Activities (1972)

SECTION A

THE SYMPOSIUM:
Principal Papers
concerned with the
Development and Evaluation
of
Community Services

CHAPTER ONE

COMMUNITY SERVICES FOR THE COMMUNITY COLLEGES OF THE 70'S

John Lombardi
ERIC Clearinghouse for Junior Colleges
University of California, Los Angeles

In this discussion it is planned to describe community services as these are viewed today and briefly indicate in passing some of our contemporary phenomena that make this such a vital function for community colleges. No claim is made that community colleges have a prior or exclusive mandate for performing this function. Community services embrace so many activities that no single agency is capable of performing all of them. It is in fact being performed by a myriad of agencies and individuals, and as far in the future as is now visible this will continue to be.

Community Services - Development:

Historically, our colleges have offered their communities services beyond the formal academic and vocational programs, the extent dependent upon the colleges' location, resources, and imagination of personnel. The commitment has also undergone different orientations as priorities have changed from time to time. Today, with the help of Title I of the Higher Education Act of 1965 the concept has taken on new, expanded meaning.

There seems to be very little doubt that community services is a proper function of a community college. Some states encourage colleges to provide services either by authorizing a special tax or by special funding such as was recently approved in Illinois where a $7.50 per equivalent credit hour is provided for community education, consisting of noncredit

workshops, seminars and short courses while a lump sum project subsidy is available for community services defined as conferences, advisory services, consulting bureaus, and institutes. Colleges may still and often use local funds to offer services that are not reimbursable.

Originally a major objective in community services was to bring the community to the college. In this, community colleges have been fairly active by making facilities available to groups, keeping athletic areas open on weekends and during the evenings, inviting the public to student plays, art exhibits, musical performances, award activities, athletic contests, and cooperating with special purpose groups. Renowned artists, gymnasts, symphonies, speakers, rock festivals, and other professional performers from abroad as well as from our own country have been engaged. More recently planetoriums and museums have been built and centers established for drug information, human resources, job preparation, community learning, senior citizens, and the study of urban problems. A few years ago centers for selective service information were popular in certain colleges.

But this is not the whole story. The expanded meaning of community services involves taking the college to the community. Nearly all colleges retain an immobile campus site and nearly all believe there is a need for a base for our activities and a place for our students and community who wish to associate with a collegiate institution. These components of community services must not be underrated. For most of our colleges they are the most important ingredients. But, it is recognized that many people do not or cannot come to the college. For them there are many ways to take services to them, via radio, television, vans, etc.

Community Services - Location:

A good many colleges use mobile vans, reminiscent of the mobile library and mobile X-ray units, to bring counseling, classes, and other services to the community. In addition, space is leased in stores, churches and temples, high schools and office buildings, as well as swimming pools, golf courses, tennis courts, and other recreational facilities.

Students are enlisted in a voluntary or paid capacity to act as peer counselors and tutors in elementary and secondary schools, as well as to help students, and to serve the needs of community groups. These activities join those of other community services to provide services that extend

naturally from our educational mission. Such activities as Inner-City Project, Outreach Program, SEEK, point up the involvement of the college in the community.

The ultimate in this new concept is to obliterate the distinction between campus and community. There are a few colleges, more daring than most, who go the full route of integrating the college with a community by abandoning the fixed-campus. Vermont Community College has no campus, rather it has a series of locations throughout the state. It offers its services to a community and when the need is fulfilled, it closes shop to move to another location. About 20 locations operated last year in stores, libraries, schools, among other places. Likewise, Whatcom College in Washington conducts classes and and other activities in rented facilities throughout the district. Wayne County Community College, Michigan, to a larger extent than most and probably from necessity, establishes classes and services in many places throughout the county, including Detroit. Flathead Valley Community College in Montana provides services all over its area in whatever buildings are available.

In the expanded meaning community services implies that community colleges are integral parts of the community, not separate from the community. For example, placing colleges in the community rather than apart from the community reverses the pre-World War II pattern of locating our colleges away from the centers of population. The ivory-tower stereotypes of a college have been given up--reluctantly. This change in itself demonstrates the larger commitment being made to community services.

Needs -- The Basis for Services:

Success in community services depends upon the ability of those in charge to gauge the needs of the community. Indiscriminant borrowing of ideas and programs, preconceived notions of what the community needs, poorly planned activities cause many failures and may lead to the discredit of this function.

The needs of the people in the District of Columbia with an area of 61 square miles and a population of 757,000, with the large number of attractions available, the fair transportation system contrasts with the needs of a community in Flathead County, Montana, of 5,000 square miles and population of 39,000, most of it concentrated in four towns with practically no public transportation.

Community colleges situated near the 1,300 rural counties whose people (mostly young) are moving to the metropolitan areas may have to make drastic reorientation of functions that will help those who migrate and those who remain at home. Advising those who are likely to emigrate will require a great deal of tact and sensitivity to the feelings of those who deplore the exodus of their young people. Yet, those who leave need help, just as those who remain. This population change also creates opportunities for the community colleges in the city and suburb that receive the flow of young people. What service can they provide to make a smooth adjustment for these young people? A more complex problem is to determine what efforts the college should take in retarding or encouraging the movement.

Our colleges need to plan for meeting the problems that accompany a near-stationary or declining population. The ability to allocate more resources to community services may even enable some colleges to survive; for it seems quite certain that for the rest of the 70's and into the 80's, enrollments of the traditional college-age youth will stabilize or decline since there will be fewer of them. Today, the average age of our population is 28 years; by 2000 it will be 36 years. Today, 53% of the population is under 30 years, by 2000 it will be 44%. Those over 65 are increasing at a faster rate than the population. The "Greening of America" is being succeeded by the "Graying of America".

Along with the graying we will have more leisure--each day, each week, each year, as our working hours are reduced, our vacations increased, and our retirements lengthened. If the trends toward fewer working hours, later entry into and earlier retirement from the work force continue, the need for community services will become more acute than ever.

Many of the eligible young will come to our colleges, but a great many will not. Fewer of the retired workers resume formal education. Both groups may have to be offered a broad spectrum of services at places where they happen to be. And the services will have to be geared to the needs of the different age groups.

Programming for New Needs

The opportunity is educational, but education different from that of our highly structured system. More offerings will have to be activity-oriented, scattered widely throughout

our community, including our campus (if we still have one) flexible to a high degree--ideally offerings in which an individual may come in and out as he pleases, devoid of the red tape of matriculation, class attendance reporting, grading, and the other attributes we associate with college.

Many colleges now experimenting with minicourses are discovering a large untapped population not currently served. Minicourses include traditional and nontraditional offerings, and include many subjects that a few years ago were eliminated from regular curricula. Cake decorating, folk and square dancing, serving, personal charm, arts and crafts, flower arranging, light exercises for women are reappearing, made palatable to our critics by fees. These minicourses also enable colleges to explore new areas such as ecology, genetics, pollution, urban and suburban planning. The common characteristics of these minicoureses are greater freedom for the student from red tape, enrollment lines, and absence of punitive regulations. Some offer credit, others do not. Some require fees, others do not. But, the great majority have appeal to people not currently served by the colleges.

During the past decade many services were established for disadvantaged and minority populations. Following this, nursery schools for our married students have been opened, and efforts are pointed toward the large group of elderly persons concentrated in retirement colonies and nursing homes. All over the country ready-made communities are waiting for colleges to establish services for the elderly residents. Already models of successful patterns are available. Some colleges located near these developments are leading the way in establishing programs, cooperating with, as well as learning from such groups as the Institute of Lifetime Learning, an agency sponsored by the American Association of Retired Persons--National Retired Teachers Association of 4.5 million members. Programs for senior citizens may be established in the retirement colonies, colleges, or in places with specialized facilities. The Saturday Review of Education of February 1973 contains an excellent popular description of such programs in St. Petersburg College in Florida. Our Association (AACJC) has established Project IMPAAC (Improving Manpower and Programs to Assist Aging Citizens). (Bulletin of Occupational Education, 8:1, November 1972) Senior citizens are receiving Gold Passes that admit them to a wide range of activities sponsored by the colleges.

The Educational Role for Community Services:

In this, as in so many areas of community services, colleges are cooperating with other agencies having the same general purpose of helping the people colleges wish to serve. The college contribution in this cooperative endeavor will naturally be in the educational aspect of community services. The educational aspects of our responsibilities in community services must be emphasized; for this is where we can contribute the most. Education is our mission, our reason for existence. It is not envisioned that our regular collegiate program--traditional courses, grades, credentials and degrees--be transformed, subordinated or eliminated as such programs fit the needs of many.

Our role in community services is adapting and expanding the services and activities now being performed. Community services is an adjunct to the regular programs, a means of offering our services to the community in its efforts at problem solving. We should take seriously the caveat contained in the Sixth Annual Report of the National Advisory Council on Extension and Community Education that our function is to offer services to the community in its efforts at problem solving, but we should not undertake the role of problem solving. Responsibility for problem solving rests with the community leaders.

Self-Scrutiny and Renewal - A Must:

Neither should we assume that we are uniquely endowed to perform community services better than any other agency. Actually, if we but observe what is happening around us, we would have to agree with former President Merriman Cuninggim of the Danforth Foundation that "Nearly every self-respecting college or university these days is deeply involved in projects and programs related to its own environs--town, or city, or metropolitan area--and in some places the pendulum may have swung too far."[1] Our contributions in this area will not be demeaned if it is acknowledged that many universities have a long history of community services--through extension, correspondence, radio, television, and field agents. In many towns and cities, they offer a wide range of noncredit seminars and classes as well as recreational, intellectual, musical, artistic, athletic activities. In some areas it would be extremely difficult for one of our colleges to compete with a nearby university in spectator athletics, for instance.

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1 "The President's Review: The Improvement of College Teaching," p. 14 in The Danforth Foundation Annual Report 1971-1972, St. Louis, Missouri, 1973.

Private and public agencies are also engaged in community services. Many of them supplement our own; others attempt to substitute a new way of doing some of the things in which we are alleged to be failing, still others merely wish to offer alternatives. The various youth groups--Boy Scouts, Girl Scouts, Camp Fire Girls, 4-H and Y Clubs, churches--have a variety of programs that are similar to those we offer. City and county recreational departments compete with us in wide variety of activities. The police and fire departments carry on community services. All of these educational and noneducational public agencies have not had community services funds curtailed or their authority withdrawn. Chambers of commerce have information services, auto clubs and insurance companies conduct safety programs, banks supply us with economic and demographic statistics we need for keeping our programs current, some profit-making institutions provide meeting places and exhibition space.

Probably, the most extravagant claim that can be made by some is that we must meet the community needs that are not served by any other agency. I wonder if those making such a statement realize the enormity of the burden placed on these new colleges. There isn't any agency in the country that has been able to fulfill such a promise. There isn't a community college that has the resources to do so. I must assume that this statement is just hyperbole.

Community services require as much evaluation as academic, vocational, and counseling functions. Evaluations must be continuous in order to avoid the disappointment resulting from unfulfilled expectations that may lead to the abandonment of community services as a function. Absolutely essential is close scrutiny of projects that may arouse such deep feelings that they divide rather than unite the community. We must be alert to signs of disinterest, changes in moods, competition from other interests, saturation, or satiation. One need not remind this audience of the pre-Civil War Lyceum and the post-Civil War Chautauqua movements. They had a vogue for many years, performed a valuable educational function, and then declined. So will it be, quite properly, with many of our community services. Stagnation, can result from failure to adjust to changing conditions or tastes by continuing declining programs in the hope that they can be revived to their former popularity.

Another danger is imitation of programs that are hailed as outstanding in the professional journals or by speakers at meetings such as this. In community services as in any other area of education, there is no substitute for planning based on the particular needs of one's own community and the available resources. Models, examples, suggestions are valuable

as guides, not as commandments. Usually articles or speakers present idealized versions of practices that require extensive modifications for a particular college.

Should this knowledge dampen enthusiasm for community services? Obviously not. On the contrary, it will improve community services by sharpening our definition, by offering opportunities to stretch resources and services in concert with other agencies; or if this is not possible or feasible, direct our energies and resources to other needs. There is so much to be done in our communities that there is no want for projects and activities within our capabilities. It is an error to envy others or compete unnecessarily with any of them. More importantly, this knowledge will force us to develop a rationale of our proper place in this large area, to select projects carefully, to save ourselves the embarrassment of unfilled expectations based on ill-conceived projects--in short, to evaluate constantly.

Jurisdictional conflicts with competing agencies will arise as programs are developed. These are not new nor should it be surprising when they occur in such areas as recreation, health information, outreach programs, various environmental and ecological programs (save the beaches, the mountains, etc.), adult education. In fact the conflict among competing jurisdiction has led to legislation such as that "for the division of specified adult education functions between high school . . . and community college districts' and for the "establishment of area coordinating councils to review adult education."[2]

More critical are divisions engendered when colleges invite speakers or engage in activities on which community consensus does not exist. There is hardly a college that has not been criticized for inviting a speaker whose views are different from those of the community leaders. Division within some communities occurred when colleges were closed for a day or more to permit students to participate in demonstrations and explore the issues involved in the Kent State tragedy, the Vietnam war. Another divisive activity was the drive to close colleges for a week or so before elections to enable students to take active part in the political campaigns. Many people are still dubious of those community services which are not conceived to be proper college functions.

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[2]Higher Education in the States, 3:200, October 1972, published by the Education Commission of the States.

Are there limits and bounds to our involvement in community services? Yes! Efforts in community services, or in the whole process of education, are a small part of a complex political, social, economic milieu. How much influence, what effect we have is still the subject of debate. Jencks' Inequality, if taken literally, could be devastating to our ego. He, along with others, has pointed out that in many of our most pervasive problems--poverty, narcotics addiction, veneral disease, racism, war or threat to peace, environmental deterioration, population growth--education has extremely limited impact.

Unbounded enthusiasm can be a disservice to community services. The fewer claims made about an ability to resolve community problems, the more likely we are not to repeat the mistakes of the 1960's when we promised the millenium. Nor should we be so immodest as to believe that we have a panacea for the current ills of our society.

Summary

Outstanding community services programs can be developed by community colleges without implying that no other agency is providing them or that we have been given an exclusive franchise in this area. In this era, as in every era, the work to be done far exceeds the capacity of any agency or group. Our responsibility is to devise programs that fall within our jurisdiction. Our programs should add to the sum total of community services. If by adding a program some other agency is forced to close one of its programs, we perform a disservice to the community and we invite legislative action delimiting our areas of operation.

In developing our programs we pioneer in some fields, we cooperate with existing agencies in others, we desist from duplicating well-established programs. But whatever we do must be done in the context of our philosophy based on our charter or organization and within the personnel and financial resources at our disposal.

Short of a financial collapse of our economy state funding will continue, but it will have to be supplemented by local resources and by fees and charges for services and materials. We do well to recognize that in a recession community services will be one of the first services to be cut. Federal aid is a big question mark. If Title I of the Higher Education Act of 1965 and other projects in the Education Amendments of 1972 are phased out by the present federal administration, we will have to depend much more on state and local funds and considerably more on fees. The "peace benefits" on which we had placed so much hope seem

more remote today than during the Vietnam War. Fortunately, some states are increasing appropriations for community services.

There is foreseen a strong trend toward embracing continuing and adult education under community services. The common elements among the tree functions are becoming more important than the differences that formerly kept them apart. Diminishing emphasis on grades, credits, credentials will accelerate the movement.

Yesterday we offered a limited number of services to those within commuting distance of our campus; today, not only are we expanding our services but we are taking them to the people. Underlying the expansion of services is our sensitivity to the changing demographic, sociological, and economic conditions affecting our community and our acceptance of greater responsibility for cooperating with our community in its efforts to resolve problems created by these changes. In moving outward from the campus we are opening our college doors to greater numbers within the community. Though its function, organization, and financial support are in a state of flux, community services has an assured place in our colleges. The issue is not should we include it, but in what form shall we shape it so it can contribute most effectively to the mission of the community college.

APPENDIX A: COMMUNITY SERVICES BRIEF

Prepared for the
Two-Year, Post Secondary Educational Institute
at Rochester

by
ERIC-Clearinghouse for
Junior Colleges

University of California
Los Angeles, California

This Brief reviews a variety of materials about two-year college, community services programs. Specific topics include: their philosophy and definition, organization and administration, descriptions of noteworthy programs, and models for new community service programs.

Most of the documents were selected from material received and processed by the ERIC Clearinghouse for Junior Colleges. These can be identified by the ERIC Document (ED) number following the citation in the Bibiography. All ERIC documents are indexed in Research in Education, a monthly abstract journal found in most college and university libraries.

Philosophy and Definition

Comparing definitions of the phrase "community services" reveals the variety of beliefs held concerning the major purposes of this aspect of two-year colleges. One definition comes from Harlacher, the author of the only book written on community services, The Community Dimension of the Community College (1969). Harlacher says: "Community services are educational, cultural and recreational services above and beyond regularly scheduled day and evening classes."

Another definition is proposed by Myran and is based in part on responses of members of AACJC's National Council on Community Services to a survey in 1971. Community services are: "Those action programs of the community college, undertaken independently or in cooperation with other community groups and agencies, which direct the educational resources of the college toward serving individual, group and community needs."

Most of the respondants agreed that the primary mission of the community college is education, and that, in a broad sense, all community college efforts can be interpreted as being community services.

Two of the problems of developing a philosophy of community services is to define community and, since other agencies in a community offer services to the populace, to identify the needs of the community that the college should attempt to serve. The process of defining a community or a region to which a college is most closely related has been described by Gilley and Palmer (1972). They reported on a conference devoted to the establishment of short- and long-range goals for Wytheville Community College to serve its community.

College leaders should realize that taking the needs of the community seriously can lead to changes in the regular college program. Since, in some cases, community services extend educational services to community groups that are not otherwise affected by conventional college programs, a variety of new and innovative organizational approaches are often required. These changes may in turn affect the traditional approaches of the entire college (Myran, 1969).

There are many indications that community service is maturing into a distinct aspect of community college work. The creation of the National Council on Community Services and their journal, The Community Services Catalyst, attest to the growing effort to develop a literature and philosophy. This quarterly journal contains articles by practitioners describing specific programs as well as commentary and analysis by others interested in community colleges. Progress toward clarifying the purposes and accomplishments of community service programs will be achieved only as community college and program administrators begin to set precise goals and objectives that are amenable to evaluation (A. Cohen, 1972).

Successful community service programs are not created overnight. As with other college programs, they require careful planning and a great deal of attention. The first step in the planning process is to develop a statement of institutional mission. The systematic involvement of community action groups throughout the college district is the next step, followed by program development, and finally, the implementation and evaluation stages. These stages are discussed in depth in a monograph entitled Planning Community Services by Larsen and Reitan (1971).

Development of good formal and informal communications with the community is a key element for a successful community services program. Herrscher and Hatfield (1969) focus on ways

a college can improve relations with the public in the immediate region. Techniques include the offering of leisure activities and opening campus facilities to community use. Horvath (1969) extends this list to include the resources of the whole campus such as having students available to show guests around campus or encouraging faculty to make addresses to community groups. Three methods of sampling community opinion on matters relevant to the college are: community advisory committees, community coordinating councils, and community surveys (Robin, 1971). Use of the community survey technique is probably the most effective method of broadening the college's mission to provide relevant and needed services.

Goals and objectives can be developed for community services programs just as they can be for college courses. Specifying objectives makes the process of implementing plans and evaluating the success of programs more feasible. Mount San Jacinto College (California) has compiled a collection of institutional objectives, "Another Step Toward Accountability," that includes those from the Community Services Division for 1972-73.

Organizing and administering the wide variety of activities termed community services is made easier by categorizing these types of activities. One set of operational categories is provided by Raines (1971 and revised in 1972).

(1) Individual and Self-development functions:

- personal counseling
- educational extension - weekend, evening and mini courses
- educational expansion - special seminars, tours, contractual in-plant training, etc
- social outreach - programs to increase the earning power, educational level, and political influence of the disadvantaged
- cultural development
- leisure-time activities

(2) Community Development functions:

- community analysis - collection and analysis of data
- interagency cooperation - establishing linkage between related programs of the college and the community
- advisory liaison - identifying persons for advisory committees for college programs
- public forum
- civic action
- staff consultation - identifying and making available consulting skills of the faculty

(3) Program Development functions:

public information - interpreting college resources to the college staff as well as to community residents
professional development
program management
conference planning
budget utilization
program evaluation

For Raines, the community services office not only makes college services available to the community but also is responsible for interpreting the needs of the community to students, faculty and administration.

The size of the community services division depends on several factors including the budget available for community services and the organization of the college. Some colleges have decentralized the community services functions so that they are handled jointly by various administrators, student personnel staff and public relations personnel. Shaw and Cummiskey (1970) recommend the creation of a community services center to provide information of resources and services that are available in the community. A description of one college's community services program and its organization is available from the Foothill Community College District (1971).

Noteworthy Community Services Programs

The ERIC Junior College collection contains numerous reports of specific community services programs. Since most of the reports include a program rationale as well as initial and long term evaluation efforts, they are useful both as models for other colleges and as demonstrations of the wide variety of community service activities being offered.

New Models of Community Services

Community service programs are often criticized as being comprised of unrelated activities that do not always reflect the college's philosophy and purposes. Many times community service programs are not as well conceived as the examples cited above. Proposals to improve community services have attempted to show how basic the services are to the colleges' central purpose being community colleges.

Harlacher (1972), for example, pictures a community renewal college which would serve as a change agent for the betterment of local conditions. Such a college would unite and improve the community by bringing its residents together and teaching them the attitudes, skills, and knowledge they need to better themselves and society. Thus, the lines between the community and the college would be blurred by the creation of adjunct learning centers located throughout the community. At present, however, Harlacher suggests that implementation of the community renewal college concept is hampered by the rules of state education and accreditation agencies.

Greater involvement by members of the community in the service of individual and community needs is also the major component of proposals of Stanton (1970) and Purdy (1971). Both favor college sponsored community volunteer centers. The authors feel that related practical experience will give learned concepts and course material a greater personal meaning to young people. Purdy would open these centers to non-students involved in college-sponsored, community-directed projects.

The College of the Whole Earth, proposed by M. Cohen (1971), assumes an even closer tie between the college and the community around it. The community and the problems associated with its socio-economic structure would constitute the basis for the college's core curriculum. Information collection and dissemination activities would be basic to the school's program which would include the examination of community resources and evaluation of information from worldwide sources about similar problems. Students would review community problems, survey resources and propose solutions.

Availability of ERIC Documents

Microfiche copies of these documents can be viewed in any of the more than 500 libraries across the country that subscribe to the ERIC microfiche collection. A list of these libraries is available on request from the Clearinghouse. Individual copies of the documents can also be purchased on microfiche (MF) or in paper copy (PC) from the ERIC Document Reproduction Service, P.O. Box O, Bethesda, Maryland 20014. MF prices are $.65 per document regardless of length; PC costs $3.29 per unit of 100 pages or less. Payment must accompany orders totaling less than $10.00; a handling charge is not required.

CHAPTER TWO

EVALUATION AND ASSESSMENT OF COMMUNITY SERVICE PROGRAMS

by
Paul A. Elsner, Vice Chancellor
Peralta Community College District

Practically all community colleges provide some form of community service. Broadly defined, any program, course, or service constitutes service to the community. What community college people define as community service is well described in California's School Accounting Manual:

1. Working Definition: "Educational, cultural and recreational services which an educational institutional may provide for its community over and beyond regularly scheduled day and evening classes."

2. Accounting Manual: "Those services provided by the school district for the community as a whole, or for some segment of the community, excluding public school and adult education programs operated by the school district for which state apportionment is received."

In the Peralta Community College District these expenditure areas are authorized as community services:

1. Cultural Activities and Events -- Those activities or events designed for the community as a whole (those persons who are not enrolled as regular, full-time students of the Peralta Colleges).
   a. Performer's fees.
   b. The cost for rental of equipment and/or facilities related to the program or production.
   c. Publication and publicity costs related to the programs or production.
   d. Custodial, security or other services related to the program or production.

2. Film Series -- Community Services funds may be used to underwrite the cost of films for a program or series of general interest to the community or for a workshop, short course or class which is aimed at clientele not normally served by the regular program of the college.

3. Lecturers and Speakers -- Community Services funds may be used to pay fees to lecturers and speakers involved in programs representative of interest to the community as a whole. It is permissible to pay fees for lecturers and speakers involved in the regular instructional program of the college only if the presentation is open to the general public and is offered at a time and place where it is convenient for the public to attend.

4. Workshops, Seminars, and Short Courses -- Community Services funds may be used to underwrite all costs related to workshops, seminars, and short courses outside of the regular instructional programs for which state apportionment (ADA) cannot be received. Such activities should be appropriate to and consistent with the educational goals and objectives of the college.

5. Personnel -- Community Services funds may be used to pay all or a portion of the salaries of full-time and part-time personnel (including students) employed to work in programs of service to the community as a whole.

6. Capital Outlay -- Community Services funds may be used for capital outlay expenditures, including the cost of facilities, which are essential to the operation of the program of Community Services.

Historically, all public community colleges have been in the community service business dating from a simple adult education mode of offering to the more complex community posture exemplified in the following summary by Fernandez:

> The "movement" of the 1960's differed in at least five significant ways from the more traditional forms of service to community residents. First, the campus was now seen as the length and breadth of the entire college district, and beyond in special cases. Second, programs were now designed to bring the community to the college and to take the college program out into the community. Third, instructional phases of the community services program were no longer limited to the formalized classroom. Fourth, the college became increasingly aware of its responsibility as a catalyst in community development and community self-improvement. Finally, the community services program sought to meet

specific and immediate community needs rather than to simply duplicate existing services in the community, e.g., adult school courses.

This dynamic history now brings us to the following types of conditions:

A. The educational dollar, formerly set aside for instructional purposes, must stretch for community action, theater, recreation, films, cultural events, consumer protection, legal aid, etc.

B. In our District close to a million dollars of expenditures annually go for community services programs.

C. Virtually every community college in the country is expanding community services faster than it is expanding any other function or service.

D. In a survey of Northern California community colleges annual expenditures for community services increased approximately 12 to 13 per cent as opposed to five to six per cent for other expenditure categories.

E. There has been a strenuous activity among community services staff in our public community colleges to tax their imaginations and resources with view to uncovering new services to the public, which are broadly and sometimes loosely defined as community services.

F. Philosophers and prophets of our movement have attempted to establish community services as the raison d'etre of our existence, the basic canon of our ideology -- service the community!

G. An energetic, almost frenzied search for new clientele to the community college has resulted, all under the guise of new community services to a new community.

The description of these conditions is somewhat facetious, because I am witnessing our third formal evaluation of community services in three years in the Peralta Community College District. My first experience at evaluation of community services came in the first month that I arrived at Peralta, during which time I had to assume responsibility for restoring accountability in a $500,000 community-based project known as the Peralta Colleges Inner City Project---

a program described at best as a run-away, out-of-control program designed to promote the services of the colleges in the community through four broad program features:

1. A student service corps to carry on a work-study service program of community outreach development and service in the inner city itself.

2. Community Development Centers to provide educational and counseling services in the inner city. The Centerr would also serve as a focal point for workshops and other programs to be initiated in a later phase of the project. They would also facilitate the supervision and administration of the activities of the student service corps.

3. An enrichment program to provide workshops in art, music, and drama to be supplemented by recreational, social, cultural, and educational experiences at block, neighborhood, and community levels.

4. A scholarship system project to provide financial assistance in the inner city for those who wish to attend college to prepare themselves for careers in public service.

In addition, the program included such features as the following:

> Included in the proposal are educational experiences which would include special courses in effective community participation as well as courses and workshops related to cultural enrichment. Community participation courses would include those related to the social, economic, and political problems which residents of the inner city face as a part of their everyday lives. A special emphasis will be placed on the problems of the family in the inner city. Such courses will include basic economics with an emphasis on budget skills, and political problems with an emphasis on how residents of the inner city can effectively organize to present their grievances and needs to political agencies in the community.

In general, four major steps were taken to restore accountability:

1. The Inner City Project, including the four development centers, were integrated into the college operations. -

2. Lines of communication and organizational lines of responsibility were clarified and redirected so that the Deans of Instruction were responsible for the program's operation for instruction, Deans of Student Services for outreach counseling, and the development centers reported to the major deans of the campus.

3. The Executive Director of the project was removed.

4. A formal evaluation of the program was launched.

The focus of the evaluation came from the staff of the District, the Presidents, and key directors of the project who generated several questions. These questions were stated as follows:

Changes Within the Institution

What changes have taken place in the internal arrangements of the college in attempting to serve the new clientele of the Inner City Project?

Changes in Personnel Policies and Procedures

Specifically, how has the Inner City Project affected the personnel policies and procedures of the Peralta Colleges?

Changes in the Community

What changes have taken place in the community as a result of the Inner City Project?

The Clientele

What has happened to the clientele in the field that the Inner City Project was designed to serve?

The Target Areas

Has communication improved with the constituencies of the target areas served by the Inner City Project?

A Model for Future Programs

Does the Inner City Project have special features that have broader application as a model for out-reach programs in the nation's community college movement?

Strengths of the Inner City Project

What are the essential strengths of the Inner City Project?

Weaknesses of the Inner City Project

What were the weaknesses of the Inner City Project?

Recommendations for the Future

What are the specific administrative recommendations for the program over the next few years?

What was Learned from the Inner City Project?

The most fundamental generalization we can offer was that out-reach programs into the community can be just as effectively delivered by the community college as by non-traditional approaches, more complex interagency arrangements, and less orthodox approaches.

Summary and Conclusion:

From the standpoint of achieving changes within the traditional community college, it may be more effective on a long-range basis to involve the more available and time-proven mechanisms. Still the most effective out-reach programs result from "courses" taught in the community.

Some community service programs are superflous, repetitive, and overworked in the inner city community. Competition with many agencies, institutions, other delivery mechanisms such as church, nearby four-year colleges, adult schools, public service units appear to diffuse community service efforts in many inner city areas.

Extensive decentralization of services to the community did not assure that full professional advice, direction, re-direction, and reshaping of the programs took place. Community centers lost their credibility as being out of the mainstream of responsibility. Loss of control of programs and full abdication of authority can result from over-decentralization, particularly in target area or ghetto areas.

In addition to the above observations, it has become apparent that while the public tolerance for general expenditures in education is high, areas like community service programs appear to be equally accommodated; yet when resources are scarce, the public, at least represented by our board of trustees, is anxious to scrutinize ancillary programs.

APPENDIX B: DATA REQUIRED FOR EVALUATION
AND PLANNING - Community Services

Peralta Colleges

A. The Structure of Administrative Decision-making Data.

1. List organizations used to establish need for program - How is program determined?

   a. What kind of organization is it?
   b. In what manner did they influence your programming?
   c. What was the extent and nature of the contacts?
   d. Indicate if they co-sponsor or cooperate. How? What specifically did they do?
   e. Assess the value of the contact.
   f. On what basis were organizations included - excluded?

2. Advisory groups - list and indicate for each

   a. What type of group is it?
   b. Whom do they represent?
   c. How is their membership chosen?

3. Demographic factors - district-wide - primarily from census data.

   A valuable source to determine the makeup of the District - especially useful in projecting programming potentials - both of groups we may have reached - and have not as yet reached.

   a. Race and ethnic composition
   b. Economic data
      1. What proportions of people receive how much income?
      2. What proportions of minority groups make how much income?
      3. Social data - what numbers are engaged in trades, professions, business, other occupations?

   c. Neighborhood patterns - whatever information available

4. Surveys - what are peoples' interests - what will bring them out?

"interest" questionaires

a. to established mailing lists
b. "random" surveys - District-wide

B. Coordination

1. Internal - presume exchanges of information between the various community services elements within the the Peralta District.

2. External

a. Unified school districts
b. U.C.
c. Other organizations -
community
libraries
museums

C. Impact and/or Effectiveness of C/S Programs -

Criteria for program evaluation - essentially a measurement of whom C/S serves and how well. Information gathered here would be simultaneously used for programming for the following year.

1. Simple attendance counts

2. Attendance in terms of population groups - what groups of people are turning out for what kinds of events and programs

a. Age - broad ranges
1. to 21
2. 21-30
3. 31-40
4. 41-50
5. 51-60
6. 60 and over

b. Sex

c. Occupation, trade, profession, employment. To be indicated in a word or two.

d. Education -
1. Elementary school diploma
2. High school diploma
3. Associate of Arts degree
4. Bachelor of Arts degree
5. Graduate studies

e. Race or ethnic background
   1. Black
   2. Caucasian
   3. Filipino
   4. Mexican American or Latino
   5. Native American
   6. Oriental

3. Preparing surveys of evaluation and suggestions by audiences and participants depending upon the type of program presented.

   a. What was the degree of acceptance? Preparing a scale.
      1. outstanding
      2. very good
      3. good
      4. fair
      5. poor

   b. Would you attend a similar program (event)?
      1. yes
      2. perhaps
      3. no

   c. Identify program elements that were partly attractive
      1. What did you particularly like?
      2. What should <u>not</u> have been included or presented?

SECTION B

THE SYMPOSIUM:
Invited Addresses-
from Program Directors of
Community Service
Programs

CHAPTER THREE

THE NEW NEBRASKA LAW AND THE COMMUNITY SERVICE SCENE IN NEBRASKA

by

Jerry A. Lee, President,
Platte Technical Community College
Columbus, Nebraska

In the Spring of 1971, the Nebraska Legislature passed a far reaching piece of enabling legislation. The intent and purpose was "to create a new statewide, independent system of locally-governed technical community colleges."

The Nebraska Law

First, the law declares that technical community colleges are to be separate from both grade and high school systems, from other institutions of higher education, and specifically the two-year colleges are not to be converted into four year baccalaureate degree-granting institutions. Secondly, the law specifically calls for the two year institutions to offer comprehensive community service programs. The detail of the bill and its importance to community service efforts in Nebraska is most clearly illustrated in the section that reads:

> That each technical community college area shall offer thoroughly comprehensive educational, training, and service programs to meet the needs of both the communities and students served by combining high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded, and community services of an educational, cultural, and recreational nature: and that each technical community college area shall maintain an open-door policy, to the end that no student will be denied admission because of the location of his residence or because of his educational background or ability; . . .

Of additional importance is the section of the bill which authorizes the establishment of night schools and authorizes classrooms and other facilities to be used "for summer or night schools, or for public meeting and for any other uses consistent with the use of such classrooms or facilities for technical community college purposes."

In effect, the far reaching Nebraska legislation, modified slightly in 1973, has placed community services as one of the major missions of each technical-community college in Nebraska. Following this mandate there have been a number of Deans and Directors of Community Services appointed in the last two years in two year colleges where no such officer previously existed.

Organization of a Technical-Community College Area:

The new technical community college bill calls for every count in the state to be placed into one of seven technical community college areas. Platte College is one of two colleges of the Central Nebraska Technical Community College Area, a twenty-five county area of about 15,000 square miles, approximately 150 miles wide and 200 miles long. There are 151 towns and cities in the area, with a total population of approximately 300,000. There are approximately 14,000 18-20 years olds in the population, while the median age for the area is over 32. Thirteen counties list no urban population, and in all but 6, the rural population is larger than the urban. The total population is approximately 55% rural and 45% urban, with the bulk of the urban population in five cities. To cope with this huge area and scattered population the Area Board of Trustees has authorized the development of an Area Office, located at a site separated from either c mpus. The officers located in the central office are the area president, the comptroller, purchasing agent and contract officer, federal programs and personnel officer, and the area community service officer and his staff of two full-time administrators. Community services is defined as an area function to insure a more equal distribution of the services to all counties in the area.

The Area Community Services Officer

The area community services officer is charged to develop centers within commuting distance for all residents of the Area. The centers include both the two main campuses, Central Technical Community College, and Platte Technical Community College, as well as 15 additional centers dispersed throughout the area.

While the two campus presidents have kept the authority for hiring and firing the campus community service person, of their respective campuses, the campus community service administrator reports to the area community service officer, and follows his suggestions and directions. All off-campus site coordinators report directly to the area community service officer, and follow area guidelines and directions. All credit-free programs throughout the area are under the control and direction of the area officer. Extended day programs conducted on campus are under campus control. However, extended day off-campus programs are under the aegis of the area officer.

Coordinating and cooperative effort between school districts, YMCA's, and the various other community education agencies is the responsibility of the area community service officer. However, all the administrators in the system realize that while organization responsibilities can be spelled out clearly on paper, the truth is that to be consistently effective and obtain maximu effect from the limited amount of resources and manpower available, two things are needed: first, a strong belief that the Central Nebraska Technical Community College Area is a "We" organization (thus anything anyone of us does separately can compl ment and strengthen or weaken the entire area); and secondly, a practical recognition that we exist to serve the area residents within the limits of our resources and area prioritism, and that as such, community services is one of the organizational units used to accomplish that task and is on an equal level with occupational and transfer programs, both structurally and functionally. For example, when the area presidents cabinet meets, it includes both campus presidents, the comptroller, the purchasing agent and contract officer, and the community service officer.

Community Services on One of the Area Campuses

While community services is an area function, a description of what happens on the Platte Campus will illustrate how community services can flourish at an area site. Our on-campus community service program for this year included the following:

1. Short courses, credit free - - 1,300 enrolled
2. Workshops, institutes, clinics, one to three days (thirty-five) - - - - - - - 5,500 enrolled
3. Adult Basic Education - - - - - 150 enrolled
4. Adult Counseling and Testing - - 250 served
5. Educational Consulting to any area organization - - - - - - - - - 15 different organizations
6. In-Service or In-Plant courses - - 10 courses, 250 enrolled
7. Speakers Bureau - - - - - - - - 15 requests filled
8. Art Galleries and Shows - - Two two-day showings of Community Service students work, and one five day Fine Arts Festival that combined both full-time student work and community service students. (First day of festival drew 800 local citizens).
9. Clearinghouse activities - - Distribution of more than 1,000 free pamphlets to citizens on everything from Banking to How to Quit Smoking.
10. Insect Identification Service- - Free identification of insects by our science division. Sixty-five calls received and served.

In addition to the preceding, the college also performs two off-campus activities. First is the Touring Children's Theater which is supported by the Nebraska Arts Council. This year the students performed at different off-campus sites before approximately 4,500 children. Our second off-campus activity is an eight voice student singing group known as the Cantari. This group, also supported by the Nebraska Arts Council, performed at 29 area high schools before more than 10,000 students and citizens and conducted three concerts on campus.

Platte College, because of the variety of its programs, was selected as one of the sites to try Communi-link, a training activity which educated local citizens in how to establish linkages between the various agencies in a given community which are involved in services to adults. The results of those training sessions with twenty-seven local citizens ended in the formation of a citizens group that ultimately incorporated and is working diligently to establish a day-care center in our community.

Future Projects:

Two projects on the drawing board for community services on our campus are the establishment of an Institute for Creative Problem solving, and a Management Institute.

The Creative Problem Solving Institute will be d signed to teach creative problem solving skills and to house materials related to creative problem solving. One of our faculty members has agreed to go to the National training sessions held in Buffalo, and to take the graduate courses necessary to teach creative problem solving. The college has agreed, in this case, to pay the training and travel costs of the instructor.

The Management Institute is currently being formed through an advisory council composed of personnel officers of area industries. The advisory council has agreed that they will house all their training aids at the college, as opposed to keeping them in their separate plants. Thus, the first major role of the institute is to act as a training collection site and clearing house. Secondly, the council wants the college to develop a procedure so that as few as one of their people could be trained. This represents only one of the great number of challenges and problems facing all technical community colleges in Nebraska.

State Professional Administration and Education Help

In recognition of the present challenges, as well as the continuing need to develop adult education and community services, the Adult and Continuing Education Association of Nebraska (ACEAN) has selected as its top priority of the association for next year to be the prime mover in the development of a state wide coordination council for adult education. In addition, the State association has selected as its second priority for the year identification of current problems teachers of adults are having and compilation in booklet form by teaching problem area of a list of consultants who are willing to answer inquiries by telephone or writing, for free, and to visit sites on a cost-to-the-consultant basis.

Conclusion

Community services in Nebraska Technical Community Colleges, while still a relatively small activity in most colleges, is very healthy and growing rapidly under the stimulus of the New Nebraska law. This is a good sign for all Nebraskans.

CHAPTER FOUR

A 'NEW' CLIENTELE FOR A 'NEW' COMMUNITY COLLEGE

by
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North Hennepin Community College
Brooklyn Park, Minnesota

The programs of Minnesota's "new" community colleges* may be thought of as twofold: formal education and informal education. Through its formal dimension, colleges provide transfer, occupational, general education, and guidance and counseling programs for youth and adults enrolled in regularly scheduled day and evening classes. But it is through its informal, community dimension that the college approaches the responsibility of being a community college. One of the chief catalytic agents accompanying this metamorphosis has been enlarging the scope of programs of community services.

The philosophy that the community college campus encompasses the length and breadth of the college service area, and that the total population of the area is its clientele, makes it possible for the community college, in a fresh and untraditional way, to broaden the base for "continuing" education.

The Senior Citizen - "New" Clientele For Community Services

Rather than tackling the whole area of Community Services in Minnesota, focus here is on the problems and potentials of a new student population - the Older American, or the senior citizen or the Golden Ager or whatever terms used to describe the 65 and older people. The implications flowing from the two-year college commitment to meet the needs of this new clientele are both exciting and challenging.

*Editor's note: From 1915 to 1963 the two-year colleges of Minnesota were simply K-12 district junior colleges. From 1963 to 1973 they were designated by law as state junior colleges. Effective Aug., 1973, they were redesignated, by law, as community colleges.

The integrity of the aging American has long been threatened by the values society regards as important and now by the numbers of aging people in this society. Two of these values are efficiency and achievement in the world or work. By declaring "statutory senility" upon persons over sixty-five years of age, society has negated basic rights of the individual.

The result is a trend within the U.S. towards the gradual social devaluation of older people. This comes at a time of spectacular growth in numbers--twenty million Americans are 65 or over. They have also increased proportionately, from 2.5% of the nation's population to 10% today.

Margaret Mead says the aged are, ". . . a strange, isolated generation, the carriers of a dying culture." Ironically, millions of these "shunted-aside" old people are remarkably able: "Medicine has kept them young at the same time that technology has made them obsolete."[1]

Since education is looked to often for providing solutions to society's ills and "sores," what are some of the implications for educational institutions to meet the pressing needs of the elderly in our society?

Enter the community college - an ideal vehicle to provide new avenues of learning and living for senior citizens. The community college "movement" is an evolutionary one with clear roots in the "junior" college beginning about 70 years ago. Unlike the senior citizens, the 70 plus years and developments represent an age of young adulthood but not full maturity for the community college.

Senior citizens are one of the "new constituencies" of the community college. According to a recent survey of nearly two hundred community services directors in community colleges, 132 consider service to senior citizens to be "very important" as a key element of community services, 44 consider this to "moderately important," and 13 feel such services are "slightly important."[2]

At the White House Conference on Aging, several areas of senior citizen needs were identified. The report indicated the necessity of continuing education for older Americans.

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[1]"The Old in the Country of the Young," Time, Aug. 3, 1970, p. 49.

[2]Myran, Gundar A., Ph.D., "Senior Citizen Services in Community Colleges," Research and Report Series #5, Nov., 1971.

The educational needs of older people vary widely. About one-fifth of the population 65 and over is functionally illiterate. It is reasonable to suggest many would benefit if they could learn to read and write functionally. Other kinds of education senior citizens may need include: physical fitness (diets, exercise, etc.), income matters, management of legal affairs, housing improvement, and adjusting to changing personal relationships.

Beyond these more basic educational requirements, the elderly need educational experiences offering a chance to express themselves creatively and intellectually. They also need education that will prepare them to influence their communities in social and governmental areas that affect their lives.

Senior Strengths and Needs

Senior citizens are, by and large, capable of exploiting the opportunities available to them and of creating their own opportunities (note the newfound political clout senior citizens' associations are developing). Their maturity and experience is such that they, even more than youthful learners, need to be involved in planning and implementing educational programs intended for their age group. So senior citizens services are likely best developed by the community college through a working partnership other community organizations involve with older persons and the senior citizens themselves.

Senior citizens have unique needs which cannot be met simply by extending to them the youth-oriented programs. Involved is the re-ordering of priorities within the institution, restructuring of present programs and creation of needed programs.

Within this context, there are many services that community colleges can, and do, provide for senior citizens. A promising beginning has been made. One of every four community colleges offers some form of direct service to senior citizens and many others are now moving into this area.[3]

This philosophy is not exactly new. The intent of adult or continuing education usually applies to the 18-45 age group. But the following statement of the California

[3] Ibid.

State Department of Adult Education in 1951 certainly is appropriate for the persons over 65 who wish to continue their education:

> Adult education embraces the learning achieved by adults during their mature years . . . . The major purposes of adult education are, first, to make adults in the community aware of individual and community needs, and, second, to give such education as will enable them to meet problems that exist now. Adult education stems directly from the people. The curriculum is based on present needs and problems.[4]

North Hennepin's Experience

Although there are those contending "older people are reluctant to learn 'for the sake of learning'"[5] that has not been the observation of the 'senior' on campus at North Hennepin. They seem to "delight" in learning, but approach their college classes very conservatively. Rather than being "reluctant to learn" one tends to agree with Korchin and Basowitz who state that, " . . . the old person performs more poorly because he is cautious and not willing to venture a response for fear that he will make an error."[6]

The reasons older persons give for going back to school are revealed in the study conducted of approximately 1,000 seniors involved in the North Hennepin program: for personal satisfaction, to learn about new fields or a new trade, to have association with others their age and with young people, to understand better what's happening in today's society, and to "quench the insatiable thirst for knowledge which age does not extinguish."

Those 'seniors' attending the "Campus Invasions" of the college in July, 1971, and in October, 1972, filled out questionnaires to provide the senior citizen advisory committee with input for program planning.

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[4]Formulated by the California Association of Adult Education Administrators and the Bureau of Adult Education, California State Department of Education. California State Department of Education Bulletin, 20. May, 1951, p.2.

[5]Busse, Ewald W., "Psychological and Physical Factors Affecting Social Functioning of Older People," Duke University, North Carolina, June 5-19, 1961.

[6]Korchin, S.J. and Basowitz, H., "The Judgment of Ambiguous Stimuli as an index of Cognitive Functioning in Aging," Journal of Personality, 25:11, 81-95, 1956.

In addition to providing ideas for courses and programs, the surveys revealed:

* average age was 68
* most lived in their own homes
* most had not gone beyond 8th grade in formal education
* average yearly income was approximately $3,000
* favorite hobbies or sparetime activities included reading, cards, crafts and visiting
* a vast majority considered their health to be "good"
* the vast majority were not interested in "credit" classes and could not afford to pay the present tuition rate
* preferred to take classes in the afternoon
* weather conditions affect attendance
* transportation is a problem for most
* most attend classes for "personal satisfaction"
* with one exception, all agreed that one is "never too old to learn"
* facilities play an important role: "no stairs or steps, air-conditioning, easy parking, short walks a must, carpeting a definite plus, coffee and cookies whenever possible, have wheelchairs available . . ."
* friendly, "accepting" attitudes on part of regular students seemed important
* nearly all felt the courses and instructors were excellent
* most felt that their needs for social activities are being met by groups or agencies outside of the college
* the most "popular" classes are: trimnastics, psychology, chorus, dancing, painting, defensive driving, rap sessions with students, public speaking, literature, creative writing, films, senior power.

To assist in program development, the college received a three-year grant under Title III of the Older Americans Act of 1965. As part of the grant, an assistant program director (a senior citizen) was hired on a part-time basis to assist in program coordination. The original senior citizen advisory committee has been expanded from twenty-one to thirty-five and includes a cross section of student, senior citizens, and others involved in or interested in senior activities.

Most of the programs offered are in the area of self development or direct services to senior citizens. However, a growing occurrence on the campus is college instructors using senior citizens as guest lecturers and resource persons in credit classes. Another observation is that once having taken non-credit 'senior' courses, more older persons are beginning to enroll in college credit courses. (For those who never received their high school diplomas, a special G.E.D. course is offered for obtaining equivalency certificates.)

Summary and Conclusion

That older persons can learn has been evidenced through the North Hennepin Community College program. A variety of other experiments support this. Although motor performance declines, and it may take longer for the elderly to learn new material, levels of information, comprehension, understanding and vocabulary hold steady with age. "The ability to abstract, reason and recall, hold up well, and judgmental capacities remain intact."[7]

The ranker injustices in our society of "age-ism" can be ameliorated by governmental action and familiar concern, " . . . but the basic problem can be solved only by a fundamental and unlikely reordering of the values of society."[8]

Perhaps community college programs, where the young meet the old and where both learn, may help in the "reordering of the values of society." At least it's one good starting place.

The doors are opening now to make possible educational opportunity for the increasing numbers of seniors who desire it. North Hennepin Community College is just one example where "it's working."

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[7]Cabot, Natalie H., You Can't Count on Dying, Boston: Houghton Mifflin Co., 1961, p. 43.

[8]"Runaway Problem of Retirement," U.S. News and World Report, 65-77, August 5, 1968.

CHAPTER FIVE

THE TEACHING-LEARNING PROCESS IN ADULT EDUCATION

by
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Introduction

The goals and objectives of any given adult education course may be many as can be the overall goals for a total adult education program. Varied also are the individual goals of the different enrollees. Something within the framework of adult education must permit these various goals to be achieved. One only has to witness the rapid growth of adult education across the nation during the past decade to determine that many adults seemingly are meeting some of their goals through the process of adult education.

This rapid growth of adult education has taken place in a society that equates the term education with a process of involvement classically limited to ages five through twenty-two or so. It becomes rather obvious that this rather shopworn image is inadequate. Adult education is no longer only an extension of the elementary-secondary schools and their methods. Adult learning experiences are being made to relate to the worlds which the adult directly experiences and out of which his needs for education emerge.

Educational needs are emerging for adults and society in general far faster today than ever before. Since 1950 knowledge has virtually exploded, both in quantity and in availability. This knowledge is also being disseminated throughout the world at a far faster pace than ever before. For example, in the United States there is what might be classified as a very unique educational institution--the university of the living room. In the great majority of living rooms throughout the country, there are radios, stereos, colored televisions, dictionaries, possibly a set of encyclopedias and in all probability at least one daily newspaper.

Simultaneously with the knowledge explosion, we have seen the educational levels climb ever higher. As the educational levels have risen so has the appreciation for education. Even though adult education normally does not include credit type of activities, many students enrolling in adult education are college graduates. If the upward trend in educational level continues, and this would appear probable, adult education will continue to expand for several years to come at a significant rate.

The Adult Learner

Although several pertinent reasons have been given for the growth of adult education, at the heart of this movement must be the needs of the adult learner. Overlooked for many years and thought of as being unable to learn at anything beyond a snails pace, the adult learner has gained considerably in stature during the past few years. Dr. John Kangas, director of the Santa Clara University counseling center, conducted research relating to the ability of adults to learn after adolescent years. These studies, recently published in the Journal of Developmental Psychology, seem to conclusive in their indication that IQ's of adults can continue to rise until the adult is well into the sixties.

Adults may pursue continuing education opportunities for a variety of reasons but regardless of the reason, change is the normally expected outcome of a learning activity. Learning can be said to be a process of change that results in the modification of behavior. It is best that the adult learner be provided with the opportunity of assisting in the planning of these kinds of experiences. In conjuction with this notion, it should also be remembered that the process of group discussion, deliberation, and decision on common problems are also the processes of basic democracy.

Adult students must be partners in the design of their education, be it learning new material or relearning old. Such a partnership most certainly will assist the learner in retaining the necessary personal security to function properly in an educational setting. Generally speaking, the older the learner, the more he will have identified with his knowledge and values and the more important it is to conduct the learning experiences in such a way as to preserve the security and mental health of the learner.

The adult learner is almost always a voluntary, part-time student, in many instances recruited for a particular learning experience. Older student characteristics are quite different from those of younger students. By the time an adult learner has become sufficiently motivated to participate in a learning experience, it is almost certain that they are dead serious about the business at hand.

Many times, the decision by an adult to enroll in an adult education class (especially for the first time) is a traumatic event. The intensity of this experience will probably relate directly to the history of past educational experiences of the person involved and to their degree of pleasant or unpleasant experiences.

Once enrolled and attending, the adult student may bring personal problems to class, will desire some type of rewards as relate to his expectations and hold the usually strong belief that somehow the program in question will be of help. The adult student, perhaps as much as any other student, must be recognized for his individual differences. If these differences are not recognized and handled properly, there is an excellent chance that the adult student will not be around at the conclusion of the course.

It is my opinion that if these individual differences are recognized and dealt with in a positive manner, the adult learner will persist through other difficulties, obstacles, and unpleasant situations to the extent that he deems the objectives worthwhile. These objectives may be translated into meaning the reasons why the student enrolled in the first place.

In essence the adult learner may have all the abilities and tools in varying degrees of the younger learner plus life experiences of great depth and a high degree of motivation. These factors generally add up to a significant potential of the adult student.

The Subject and the Teacher

Subject matter may vary from bridge to welding, from fly-tying to art, and on to other areas almost as far as the imagination will allow. The adult student usually does not enroll in a class only because of the subject, but rather for a variety of reasons. Social reasons may be reasonably close to subject matter in importance depending upon the individual situation.

Just as there are many highway routes from Iowa to California, there are several methods by which a teacher can treat the subject area. In an adult class the teacher often must attempt to delineate the needs of the learners prior to selecting a particular treatment(s). Obviously this procedure may vary depending upon the subject matter being taught. It also may be necessary to utilize different treatments in some situations depending again upon the individual learners.

Another important factor for the teachers to remember relates to the physical maturation process of the adult. As a general rule the aging process will bring about a lesser degree of acuity in the functions of hearing, sight and physical stamina. These lessening functions would seem to have significant implication for the teacher of adults.

Additionally, the lessening of physical stamina may relate directly to the rate of speed by which an individual learns. Longitudinal studies seem to indicate that the aging process does in fact slow the ability to learn. In view of the fact that the students in any given educational experience may range in age from eighteen to eighty, this factor is extremely important to the teacher. This situation must be recognized initially during the process of planning and of developing objectives and goals. Each learner may not find it possible to achieve at a level that would be equivalent with the norms expected of the total group.

Respect - A Must

The teacher must also recognize the dignity and worth of the individual and the fact that the student does indeed have some very basic rights in a democratic society. The adult teacher needs to be on an equal level with the adult student. The relationship must not approach the traditional teacher-student structure that seems to automatically place the student in an inferior relationship--voluntary adult students find this type of situation intolerable.

If the adult teacher will permit, within reason, a more nearly peer type relationship, group cohesiveness and morale will undoubtedly develop in a positive manner. These factors will also contribute to the student's own self-assurance and confidence in his ability and decisions to participate in the learning experience.

All of the above factors contribute in a very basic way toward two important conditions within the classroom or laboratory: (1) a proper climate or psychological set within the class; and (2) some definite movement toward the goals and objectives of the learners. It is my opinion that these are two very important functions of the adult education teacher. The teacher, perhaps more than any other factors, can control the above mentioned variables which I believe to be the most significant functions within the learning situation.

The Coordinating Process

Experts in the field of adult learning have long been at odds relating to the effectiveness of the inductive approach versus the deductive. It is my opinion that in most cases the inductive approach will be superior for adult students. A basic reason for this opinion relates to the fact that the inductive approach is learner-oriented rather than teacher-oriented or fact-oriented.

The inductive approach to teaching starts the learning process with the interests and challenges of people and moves toward an understanding of general principles that may provide a basis for solving other problems in similar circumstances. I believe this approach encourages the discovery process on the part of each individual student. The discovery process dictates that there be a significant amount of student involvement and activity.

Such involvement is of paramount importance for maximum results with the student. Retention and transfer of learning should be greatly enhanced if the student makes a discovery for himself. Whether we are dealing in the affective or cognitive domains, it would seem logical that the student who figures something out for himself will retain it longer than the fact that was learned for facts sake only. The transferability should also be significantly greater.

This type of methods approach also provides the framework for immediate reinforcement of the learning experience. Reinforcement of a positive nature will tend to raise the level of the learner's attitudes and interests. These in turn will increase the student's level of production.

Summary

The teaching-learning process is an exceedingly difficult task if thought of in terms of desired outcomes. One of the reasons is that it is difficult to predict 95-100 percent of the time what the response will be, given a particular set of circumstances and using a particular method. We are perhaps working with one of the most unpredictable of variables, people. Consequently the complexity of the task is great.

Just as the tasks involved in the teaching-learning process are great, so is the challenge of adult educators. Dr.

N.M. Coady of the Antigonish Movement in Canada sets the purpose of adult education as follows:

> We have no desire to create a nation of shopkeepers, whose only thoughts run to groceries and to dividends. We want our people to look into the sun, and into the depths of the sea. We want them to explore the hearts of flowers and the hearts of their fellow-men. We want them to live, to love, to play and pray with all their being. We want them to be men, whole men, eager to explore all the avenues of life and to attain perfection in all their faculties. Life for them shall not be in terms of merchandizing, but in terms of all that is good and beautiful, be it economic, political, social, cultural or spiritual. They are the heirs of all the ages and of all the risks yet concealed. All the findings of science and philosophy are theirs. All the creations of art and literature are for them. They will usher in the new day by attending to the blessings of the old. They will use what they have to secure what they have not.

If in fact, adult education can assist but a small percentage of its constituencies in moving along this path, it will have contributed and accomplished much.

CHAPTER SIX

THE HISTORY AND MISSION OF NICOLET COLLEGE AND TECHNICAL INSTITUTE

by

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Nicolet College and Technical Institute
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Nicolet College and Technical Institute, a developing public institution of higher education in Wisconsin, was created as a pilot community college. In a state with extensive experience in creation and support of university branch campuses and separately administered vocational-technical institutions, Nicolet was charged with development of a comprehensive educational program incorporating occupational education, liberal studies and special interest offerings. The College is completing its third year of experience with comprehensive offerings in Northern Wisconsin.

The governing agency for the College is the Board of Nicolet Vocational, Technical and Adult Education. The Institution is under the general jurisdiction of the Wisconsin Board of Vocational, Technical and Adult Education in accordance with Chapter 38 of the Wisconsin Statutes.

In May, 1967, the Wisconsin Coordinating Council of Higher Education authorized establishment of a Vocational, Technical and Adult Education (VTAE) District with headquarters in Rhinelander. The District presently includes approximately 3,800 square miles with a population of 60,000 persons.

Upon creation of the District, the State Board of Vocational, Technical and Adult Education and the Wisconsin Coordinating Council for Higher Education authorized development of one-year and two-year occupational programs, two years of "collegiate transfer" courses and a comprehensive adult education program.

The proposed institution was designated a "pilot project" for the State of Wisconsin because:

1. It would serve as a model for cooperative relationships between post-secondary vocational and technical programs and collegiate transfer offerings in the same community.

2. Depending upon future enrollment patterns, it might serve as the prototype for similar developments in other sparsely populated areas of the state.

The Board for the new district was organized on July 1, 1967. An Acting Director was appointed to serve while the Board considered applications for the position of District Director. The position was filled effective June 1, 1968. On July 10, 1968, the Wisconsin Board of Vocational, Technical and Adult Education adopted a resolution naming the District's new institution "Nicolet College and Technical Institute."

Appointments were immediately made to the positions of Director of Vocational-Technical Development, Director of Research and Planning and Director of Student Services. Instructional faculty were also appointed to teach several one-year vocational programs. The following year, appointments were made for the positions of Director of Learning Resources Center and Dean of Instruction.

Institutional growth has been continuous since the District was organized. This has been evidenced by rapidly increasing enrollments in all areas of the college's educational offerings and expansion of campus facilities to accommodate the increasing demands for services.

Selected occupational offerings were made available to students in September, 1968. The curriculum has expanded continuously since that date and enrollments in semester-length courses have grown from 72 to 783 in September, 1972. Special interest offerings, available to residents throughout the District, have also been marked by continous expansion in scope and enrollment. Over 3,400 adults participated in these educational activities during the 1971-72 college year.

The Board acquired a 280-acre campus in 1967. The first completed building, the Science Center, was occupied in Sept., 1970. Two additional buildings were completed for occupancy in September, 1971.

The architectural design of the three campus buildings is bold and innovative, consistent with the mission of the institution. Several architectural and educational agencies have selected the facilities for recognition. The Wisconsin

Chapter of the American Institute of Architects, for example, chose the Science Center for its highest honor award in 1971.

The philosophy and objectives of Nicolet College and Technical Institute are clearly identified in Paper #70-2 of the Wisconsin Coordinating Council for Higher Education adopted in February, 1970.

> Since February 1965 (CCHE#4, 1965), the Coordinating Council has been committed to the provision of educational opportunity in Northeastern Wisconsin through a comprehensive two-year campus operating under the Wisconsin Board of Vocational, Technical and Adult Education. In May, 1967 (CCHE#25, 1967), the Council authorized establishment of a "dual-track" institution to be located in Rhinelander. At that time the broad characteristics of a dual-track institution were identified as follows:
>
> (1) Instruction-oriented
> (2) Responsive to local and area needs
> (3) In close proximity to the homes of its students
> (4) Minimal student fees
> (5) An "open-door" admissions policy, i.e., requires a high school diploma or the equivalent for entrance. However, admission of a student to a dual-track college does not mean that he is eligible to take any course sequence he chooses: on the contrary, a number of programs, such as specific technical curricula, may be highly selective.
> (6) A diversified curriculum encompassing
> . Associate degree technical programs, one-year preparatory technical programs, and special vocational programs including apprenticeship training
> . College parallel, letters and science courses at freshmen-sophomore level
> . Adult Education (vocational and avocational) and community service programs.
> (7) Extensive counseling, guidance and testing services.
> (8) The opportunity to transfer from one track to the other with appropriate academic credit given for previous work.

From the above, it is clear that what in 1967 was called a "dual-track" institution is referred to, throughout the United States as a "comprehensive community college".

The Council stated that the Rhinelander Campus would be a pilot project in two major respects:

It would serve as a model for cooperative relationships between existing VTA schools and public collegiate institutions in the same community.

Depending upon future enrollment patterns, it might serve as the prototype for dual-track operation in other thinly-populated areas.

Mission Statement of Nicolet Vocational, Technical & Adult Education District

An official "Mission Statement" for Nicolet Vocational, Technical & Adult Education District has been adopted by the District Board, the Wisconsin Board of Vocational, Technical and Adult Education and the Wisconsin Coordinating Council for Higher Education.

District 16 has a unique challenge and mission due to geographic and demographic influences and its responsibility to operate the State's first comprehensive two-year campus. The District consists of all of Forest, Oneida and Vilas Counties and a portion of Lincoln County. A new institution, Nicolet College and Technical Institute in Rhinelander, is the comprehensive institution serving the District. By offering both the first two years of collegiate work and appropriate vocational-technical programs, the Institution should provide maximum educational benefits through efficient use of resources. Full operation of the program will begin in September, 1970.

Several factors shape the mission. There are no other institutions of higher education, public or private, in the District. The District is sparsely populated with family income below the state average. Basic occupational industries are related to tourism and recreation, forestry, and wood products, and the distributive, clerical and service occupations. Since certain cultural and economic opportunities are limited, special efforts will be made by the District to alleviate these problems. As a pilot institution, Nicolet College and Technical Institute has the obligation to experiment and innovate.

The unique characteristics of the District indicate emphasis in program planning and development should be considered in the areas of tourism, recreation, forestry, and service occupations.

In its endeavor to fulfill these objectives, the District is committed to a program of continuous development responsive to District needs, sympathetic to educational experimentation and contributory to the expansion of opportunities for higher education in Northern Wisconsin.

SECTION C

The Instructional Program

Exemplary Papers Developed

by

Institute Students

CHAPTER SEVEN

MOUNTAIN EMPIRE: THE COMMUNITY'S COLLEGE

By Martha Turnage, Dean

Student and Community Services
Mountain Empire College
Big Stone Gap, Virginia

The reality of the relationship between community colleges and their environment will ultimately determine, in my opinion, whether these institutions, over 1,000 strong, will be recognized historically as America'a unique contribution to higher education.

For a community college to be what it is because of where it is, there must be an inter-penetration of the life of the community and the life of the college. Before a community college can expect to make an impact on the community, two conditions must exist within the institution:

1) An understanding of the milieu of the community;
2) A shared commitment to the mission of the college.

How an institution allocates resources, authority, and priorities is indicative of the authenticity of its institutional goals. These allocations measure the accountability of the community servies' commitment.

With its diversity of students, programs, and services, community colleges without a clear understanding of their mission find themselves attempting to be all things to all people. This lack of direction has been strongly chastized by critics of community colleges. Cohen writes:

> It is unreasonable to expect that the institutions will continue to be supported indefinitely without a clearer definition of their effects on students and their contributions to community life.[1]

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[1]Arthur M. Cohen, Dateline '79: Heretical Concepts for the Community College (Beverly Hill, Calif.: Glencoe Press, 1969), p. xvii.

Leland L. Medsker charges that:

> Forces from both within and without (community colleges) are raising many questions concerning both their structure and their program, and the recognition they have gained could be lost unless they demonstrate unusual flexibility and adaptability in a period of rapid social change.[2]

In the Virginia Community College System a statewide mission statement is inherent in the listing of the comprehensive programs: occupational-technical, university parallel, general and continuing adult education, special training programs, developmental programs, and specialized regional and community services. These generally extend not more than two years beyond high school level. Underlying these programs is the open door admissions policy, and the commitment to equal educational opportunities.

Mission of the College

Given a statewide system of community colleges, is it possible for an individual college to express its uniqueness through its own mission statement? Does the system allow the latitude for Northern Virginia Community College with its multi-campus complex, and Mountain Empire Community College, serving an area of 1,600 square miles of largely undeveloped land, to share the same philosophic base, yet structure its program quite differently to respond to its location?

YES -- provided there is within the specific institution a shared understanding of and commitment to the unique mission of the individual college. Here at Mountain Empire Community College, each of us defines the mission of this College from our own experience and perspective. We have a partial idea of the expectations of others. Until these fragmented expectations are sythesized into the mission of the total College, it is my opinion that we will not make a significant impact on the area as an educational institution.

Mission Statement

A mission statement must be broad enough to encompass all functions of the college. It must be definitive enough to delineate its uniqueness. The following ideas might be a

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[2]David S. Bushnell, Organizing for Change: New Priorities for Community Colleges (New York: McGraw-Hill, 1973), p. xvi.

starting point in the development of such a mission statement for this comprehensive community college:

> Mountain Empire Community College, in the process of fulfilling its roles as an educational institution, serves as a catalyst for student and community development. As equal educational opportunities are extended to all segments of the post-secondary age population in its service area, the social, economic, and cultural environment is enriched and expanded. Located in the Appalachian Region of Southwest Virginia, the College is committed to the preservation and teaching of the heritage of the area, at the same time it equips its students for the competition of the labor market.

This or any other attempt to verbalize a statement of mission is significant only to the extent that the entire College can be related to it, and integrated into a multi-dimensional institutional thrust.

The key that synthesizes the diversity of a community college is the recognition given the word "community" in its name. A college that determines to be WHAT it is because of WHERE it is -- not a college that could be located Anywhere, U.S.A. -- is a real community's college.

This kind of inter-penetration of college and community is a radical departure from the norm for institutions of higher education in this country. Traditionally, their mode of operation has been viewed as a priori, like sacred laws written on tablets of stone handed down from generation to generation. In analyzing the situation, it seems to me that educators, who never come down from the tower, see the purpose of education as that of "telling people what they need for their own good." They never have to wonder if the solutions they propose are solutions to the wrong problems. These educators never understand why students of all ages enter the "open door" eagerly and expectantly, only to turn away disappointed and disillusioned.

It is an awesome responsibility to lay claim to being a community college. It means that the college must bring together people and their vested interests, and stimulate them to identify common concerns. As people search for solutions contextually in the community setting, they will begin to ask the appropriate questions to which the college should respond.

Community Services Defined

At Mountain Empire Community College, community services is defined as:

> the continuous process of bringing together the total resources of the college and the community to enhance the educational development of the student, the community, the college.

If this definition is sound, its implications should be manifest in the total educational process of the College. Specifically, these are outlined in the procedures accepted by the faculty and approved by the Local Board for developing the College program based on a community orientation. Under this organizational plan, the Dean of Community Services is the chief administrative officer for implementation of community services for Mountain Empire Community College.

It is essential in the development of this community services program that we understand the meanings of the procedures as outlined in our organizational structure:

I. Understanding our community and its people.

II. Understanding our own mission as a community college and realizing our limitations as well as our resources.

III. Recognizing the resources of the community and utilizing these resources.

IV. Relating the regular instructional courses to the community and viewing the community as a laboratory.

V. Development of specific courses and activities to meet community needs.

Should the College provide direction to or receive direction from its constituents? If we are to do an effective job of designing our educational response, we must do both. If we are to fulfill the change agent function, we must comprehend the implications of the servant-leader dichotomy[3] in

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[3]Brian Donnelly, "The Community College -- Servant or Leader?", Community Service Conference Workshop, University of Maine at Bangor, Bangor, Maine, July, 1972.

assessing our role. Can you lead effectively unless you also serve? There is a great difference between providing answers for people and getting people to find their own answers.

Through our Survey Project, we have conducted home interviews with approximately 15,000 adults in our service area to ascertain the quality of life of the people. By discovering how citizens view their communities and their places in them, we can predict trends and help set direction. We can establish priorities and set boundaries within which we can develop a community services program that maximizes the utilization of our resources of time, talent and energy. Otherwise, we will exhaust ourselves answering the inundation of requests which leave one wondering what to do for an encore.

In compiling the Survey data, we will identify the many communities and groups we must learn to serve effectively. We will know some of their dreams and frustrations, but more importantly, be able to identify the barriers that have held them back from self-improvement through education.

The Community and the College

"How can we help people help themselves?" As an educational institution this is the searching question we must answer in order to become the community's college. This question cannot be answered until we do understand our community and its people. This is a particularly relevant question in this region because of the out-migration of young people, the older age structure of the population with the heavy income dependancy (20%) on social security, retirement pensions and other transfer payments, and the potential for the development of tourism.

Our service area of Lee, Scott, Wise, the western portion of Dickenson Counties and the City of Norton is a land of strange paradoxes. It is a land of breath-taking beauty and irresponsible abuse; a land of cadillacs and abject poverty; a land of limited formal education and great wisdom; a land with a rich heritage and few who appreciate it.

Our student body is not made up of participants in the star system--65 percent of them came either because Mountain Empire Community College was close to home, less expensive or offered the specific training they sought. Fifty-four percent work, and over 50 percent are on financial aid.[4]

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[4] Comparative Guidance and Placement Program, Summary Report 1972 Entrants, (Sample Size - 244). Administered in September, 1972.

Economy of the Area

In the economic picture of our service area, coal is the only major industry. "Black gold" has dominated the economy and life style of the region since the latter part of the 19th century. Characteristic of single industry communities is the lack of community development apart from "the company." In recent years in this extreme tip of Southwest Virginia, there are signs of changing social and economic relationships. It behooves the College to keep a finger on the pulse of these trends, and alter the curricula accordingly. Local governments develop slowly where there is a mono-power structure. Community organizations tend to exercise little civic leadership.

The fact that the Lonesome Pine Development Corporation in February, 1973, identified 3,000 persons who received their income directly or indirectly through the anti-poverty programs it operated gives another look at the economy. Through the funding from the Office of Economic Opportunity and other sources, 23 different projects were operated with approximately three and one-half million dollars added to the local economy each year. The impact of the phasing out of these programs has not been felt to the fullest, particularly in Lee County.

On the brighter side of the ecomonic picture, there are evidences of growth in pocket over the entire area.[5] Industrial parks are beginning to be developed as communities realize the services needed to attract industry. The educational role of Mountain Empire Community College and the Special Training Division of the State Department of Community Colleges are important ingredients in this change. Currently we are involved in the training program for potential employees of the new hospital. Our occupational-technical programs are a means of raising the skill profile of the region in production and service industries. Bruce K. Rovinette, executive director of LENOWISCO, says that "economic and population loss can be halted and reversed with integrated planning."[6]

There are other statistical data we must assimilate, like the labor force participation rate. To maintain a healthy economy, it should be at 34 percent. According to the LENOWISCO Land Use Plan, it was 21.4 for the total area in 1967.[7]

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[5]LENOWISCO (Lee-Norton Wise-Scott) Planning District Commission of Virginia, Land Use Plan-1990, Vol.I.

[6]Bruce K. Robinette, LENOWISCO Land Use Plan Hearing, Powell Valley High School, March 27, 1973.

[7]LENOWISCO (Lee-Norton-Wise-Scott) Planning District Commission of Virginia, Land Use Plan-1990, Vol.I.

Data notwithstanding, this tells the College that there are a lot of people out there who are potential workers in the labor force who are not participating. There are also a large number of young people who will be entering the labor force within the next few years. Unless new jobs are created, this skilled and educated segment of the population will have to leave the area to find suitable employment. If we are serious in our institutional commitment to stop the brain drain of our talented youth, we must be concerned with creation of the kind of total community environment that will offer them opportunities here for growth. Our high school survey last Spring indicated that 88 percent would like to stay if they could find the opportunities here.

The People

These data matched with our Survey results show a picture of apathy and lack of motivation that should concern us greatly.

These studies indicate a sizeable number of people who are not community participants. They do not belong to organized groups. They appear to live lives with little expectancy. What is at the root of this? Much of what we see emerging in the Survey seems to be expressions of a feeling of helplessness--little feeling of control over one's destiny. A member of the College-Technical Advisory Committee see the College as "the catalyst around which hope can be built for these people."[8]

We are products of our socioeconomic background. These factors must be understood if appropriate learning experiences are to be designed with motivation and study habits in mind. It is with this kind of knowledge that faculty and administration of this college can build strategies for helping students to learn. The backgrounds, characteristics and environment that shape the interests, career goals and values of our students must be taken into account as we plan for them.

Sensitive instructors realize that nothing makes a greater contribution to the concept of self worth and examination of vocational alternatives (currently labeled Career Education) than the cross-cultural, intergenerational composition of classes in a community college. Age diversity in a community college can be one of the most enriching and stimulating experiences on the campus. Mountain Empire

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[8]George Munnicutt, Occupational-Technical Advisory Committee Meeting, April 4, 1973.

Community College is in the unique position of having the older students set the pace in many classes. In the 1972 winter quarter, 214 of the 506 students were over 25 years of age. These older students are demonstrating (according to many of our faculty) that the longer a student has to wait to obtain a college education, the higher value he will place on it. In our service area, only 25 percent of the residents have completed high school. Among the parents of our students, 55 percent of the fathers and 50 percent of the mothers have less than a high school education.

Continuing Education for Adults

Against the backgound of everything we can learn about the mindset and milieu of our service area, this college now faces the challenge of creative utilization of five "Learning-in-Transit" buses. These mobile classrooms can extend this college to the farthest reaches of these 1,600 square miles if the faculty and staff accept the challenge. Not only will "regular" students learn while in transit to the campus, the buses will be parked at night where needed to become an expanded campus.

The Virginia Advisory Legislative Council report to the General Assembly in 1970 included the following recommendations:

> Continuing education efforts should be closely coordinated with regular degree programs to the end that standards of quality for both are comparable; efforts should be made to offer programs which answer the specific needs of the communities in which they are to be offered.[9]

In this same stance, continuing education classes will be taught throughout our service area by our regular faculty. The instructional goals will be comparable to those of courses taught on campus, but there will be more alternative ways of achieving them.

The President's Commission on Non-Traditional Study warns existing colleges not to open their doors to adult students unless they are willing to develop workable plans to be responsive to them. The Commission reports that what

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[9]The Virginia Advisory Legislative Council Report to the General Assembly, 1970.

these adults want to learn, and where they want to learn it is seldom satisfied by the regular course schedule on the college campus. In fact, 80 percent of the adults indicate they would rather learn it someplace other than the college campus.[10]

The national picture shows that enrollment in adult education is increasing by 11 percent a year, compared with a dropping enrollment of the traditional college age youth, according to the April 2 issue of U.S. World News and Report of this year.[11] In the MECC service area, the potential is even greater because of the low median education level of eighth grade as compared with eleventh in the State as a whole.

The time -- the place -- the means are at hand for Mountain Empire Community College to penetrate the region it serves with the opportunities for education that the people have missed. The "Learning-in-Transit" project is a moment in history for this region. We are privileged to share the vision and the pain of the birth of this project. Our people may not trust us at first -- they may come on board the buses initially only from curiosity. I believe they will not return to learn unless they become convinced that we care, and that we have something to share that they want. As we become involved in this interpenetration of college and community, there is no way we as a college can fail to grow in our understanding of the educational process as it applies to our particular situation.

Many of the first takers on the transit buses when parked in communities will be women who always wanted more education, or those who are wondering how soon their husbands' jobs will be obsolete, or older citizens who no longer feel needed or useful. Other adults who would not invade these halls on the hills might talk to someone on the bus parked down in a shopping center about trying to learn a salable skill. Every faculty member on a bus will need to be a counselor, advisor, facilitator. It should be possible to dicuss a potential student's educational goals with him, and through a simplified admissions procedure, enroll him in the college on the spot. The buses parked in towns throughout our service area will be the College.

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[11] "Back to School for Millions of Adults," U.S. World News and Report, April 2, 1973, pp. 73-74.

With an increasing emphasis on the older students, there is a real danger that the traditional college student will decide that he has no place at Mountain Empire Community College. This would be tragic, for these are the students who furnish the base of our operation, who give us enthusiasm and optimism. They want to make contributions to this institution beyond being told to clean up the Snack Bar. Development of a sense of pride comes from a sense of shared ownership. Our Student Government is agonizing through birth pangs; so are the student organizations. The students are asking to be involved beyond "Mickey Mouse" functions. It is through their classes that these students initially find themselves here. Faculty members are vital to their feeling of identity, and development of a sense of purpose.

It is precisely at the point of the instructional program that the new organizational plan of Mountain Empire Community College penetrates. Any other approach to community services is adjunct, and should in fact be peripheral and auxiliary. We are, after all, an educational institution. A community college is not a social agency, though social change must be paramount in its educational program.

Summary and Conclusion

The college must be able to respond to the conflicting demands of the students it will serve. Some will be disadvantaged, some last year's high school seniors, some older, many part-time, some leading the struggle for broadening the economic base, and some clinging to the status quo, all expecting the college to be what they want it to be. There is no way we can be all things to all people. Without recognizing our resources and our limitations as an institution, we can not establish credibility in the community. By developing a mission statement that clearly establishes our thrust, then setting our goals and priorities accordingly, we can make realistic decisions. Otherwise, we will be blown in a new direction with each succeeding change of the wind currents.

These are the kinds of understandings we at the College must absorb and respond to before we can claim to be a real community college. While it is important to prepare course objectives and to package courses, these are merely tools for instruction. Though they enable students to progress at their own rate of speed, they do not help instructors empathize with students, and find ways of giving them more positive self images. A sense of purpose should be the

motivating force of our total instructional program. A sharp perception of the particular problems and challenges of our region will cause us to want to bring "together the total resources of the college and the community to enhance the educational development of the student, the community, the college." (Community Services definition)

CHAPTER EIGHT

A NEEDS ASSESSMENT AND PLANNING MODEL

COMMUNITY SERVICES PROGRAM
ST. MARY'S JUNIOR COLLEGE
MINNEAPOLIS, MINNESOTA

by

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Introduction

The intent of this report is to set forth a model for introducing a community service curriculum into a private two-year college that focuses on health-related education, St. Mary's Junior College, Minneapolis, Minnesota. The broad outlines of the model should have applicability to the introduction of similar programs in other educational institutions.

The broad outline of the task is to present a needs assessment report based on committee work, questionnaires and personal interviews as well as set forth a model for planning implementation.

It needs to be stressed from the beginning that this community service curriculum is one which has a single focus and reflects that of the total institution, e.g. health-related education.

Definitions

This report will use as a generic term community service curriculum, meaning a general program of educational offerings that includes three specific areas as they apply to St. Mary's Junior College: (1) continuing education; (2) career mobility programs; and (3) community outreach programs.

1. Continuing Education: Those educational experiences designed for health career workers who have achieved the associate, or higher, and who desire or need (for registry purposes) continuing education in order to keep apace with the changing role of the health-delivery practitioner.

2. Career Mobility Programs: Those educational experiences which are designed to reach the student who has already decided to work in an allied health occupation. The purpose of these programs is to provide upward mobility for health workers by allowing them to advance in their career encumbering minimum obstacles, while also enlarging their perspective of the total health-delivery team.

3. Community Outreach Programs: Those educational experiences which St. Mary's Junior College, because of its health-education focus, is in a unique position to offer to the community at large (metropolitan area) and the immediate community in particular (Cedar-Riverside development area - Mpls.). These outreach programs would focus on meeting the health education needs of certain segments of the community population (senior citizens; young families...)

Model

The components of the model for introducing a community service curriculum into St. Mary's educational program are as follows:

P H A S E I: N E E D A S S E S S M E N T

1. National, regional, state and local trends in allied health education and health delivery systems.

2. In-house data collection from administration, faculty and student questionaires.

3. Personal interviews with program directors and deans.

4. Consumer needs assessment data (incomplete at the writing of this report) to include graduates, aide level health workers, senior citizens.....

PHASE II: PLANNING IMPLEMENTATION

Phase II represents a planning model for gathering more evidence to be incorporated into a feasibility study which would or would not recommend implementation of a community services curriculum at St. Mary's Junior College. This feasibility study would include three models for planning: the continuing education model; the career mobility model; and the community outreach model. All three models would have the following components:

1. Summary and Recommendations from the Needs Assessment Report.
2. Evaluation system plan.
3. Organization and Staff Plan.
4. Funding.
5. Facilities: on campus, health delivery facilities, metropolitan area or outstate, other community facilities.
6. Credentialing: credit bearing or non-credit or certificate or attendance recognition.
7. Implementation time schedule.

PHASE I: NEEDS ASSESSMENT

State and National Trends

Data collected from summaries of trends as researched by the LRP (Long Range Planning Committee) St. Mary's Junior College, 1973, Dr. Carol Peterson, Chairperson, which is pertinent to a Community Service Curriculum has been summarized as follows. There will be:

1. Greater need for health care workers to be aware of the economical aspects of health care, considering both the technological skill areas and the available options within the health care delivery system.
2. Increasing implementation of the theme that health care is a basic human right for all people.
3. Funds for some special problem areas: aging, chemical dependency, health care delivery, community planning, etc. Institutions will need to watch reorganization and new funding agencies.

4. A likely emphasis on

   a. benefit to people
   b. interdisciplinary approach
   c. need for excellent evaluation plan.

5. Increasing emphasis on creating opportunity for upward mobility.

6. More support for the ladder concept for upward mobility rather than the pure challenge system.

7. Increasing emphasis on continuing education.

8. More attention given adult education. (The idea of the second, third...career.)

9. A freeing of curriculum but not necessarily promotion of schools without walls idea.

10. Trend towards credentialism with emphasis on need and competency, along with individualizing programs.

11. Development and provision of continuing education programs and facilities by industry.

12. Development of programs in which faculty go to the student's site rather than the student coming to the institution, a stress on uniqueress of delivery and focus.

13. Recognition of need for interagency cooperation to assure proper control, planning and use of technological advances and resources.

14. Movement toward breaking "time lock" in education, with entrance into and progress through higher education freed of conventional ideas.

15. New student sources: retiree, older person, second careers, early high school graduate, part-time adult, by-passed population, and "stop-out".

16. Mobility: with students changing schools and career areas freely.

17. Emphasis on continuing education. This is supported by a variety of reasons.

    (a) First, for the health profession to maintain quality care, quality of input must be maintained.

    (b) Second, Area Health Education Centers (AHEC) are being set up (in St. Cloud and Rochester, Minnesota) to provide basic training, inservice education and continuing education for many types of

health-care personnel. The concept of Area Health Education Centers developed about a year and one half ago through the Regional Medical Programs and the Bureau of Health Manpower of the National Institute of Health. Regional medical programs were mainly interested in continuing education.

18. An AHEC proposed for the metropolitan area, but various bodies are having difficulty deciding who should do it.

19. Input from St. Mary's for AHEC planning because its student body is drawn from a wider geographic region then other institutions in the area. Also SMJC uses many of the clinical facilities the AHEC would use and so liaison would be necessary.

20. Movement of health care away from hospitalization and nursing home residency and toward home-care and ambulatory-care situations. Therefore, personnel must be trained to function outside the formally structured institution. Essentially, an attempt should be made to parallel programs for preparing health technicians to the emerging patterns of health-care delivery.

In-House Data Collection

First a mandate must be established regarding projected needs and responses in the area of community services. Sister Anne Joachim Moore, President, St. Mary's gave a mandate; "WE MUST LOOK TOWARDS A MORE SCIENTIFIC, ORGANIZED ANALYSIS OF TRENDS BEFORE MAKING ANY DECISIONS ON OUR INVOLVEMENT." Specific concerns were detailed by the president and are summarized as follows. There will be:

1. Increasing emphasis on providing services to the elderly, prompting further development of gerontology. Possible responses for SMJC are:

   a. developing a special program dealing with problems of the aged;
   b. including units on problems of the aged in each allied health program; and/or
   c. providing education to the elderly (a kind of consumer education).

2. Possibilities for developing programs in community related health services in tune with the developing technologies in ecology, environment health, sanitation, etc.

3. Possibilities for associations with penal institutions are developing as prison reforms move toward rehabilitation of prisoners through education. This would be appropriate (for St. Mary's) is the orientation was associated with mental health.

4. Involvement in the urban development and redevelopment projects in the following ways: A) Health services could be enhanced through involvement of faculty as consultants and students through clinical affiliations. B.) Services could be established for specific populations involved in urban renewal projects through a program of education training health technicians, for example, in geriatric medicine. A program of this type would be particularly relevant because of the increasing numbers of people over 50 years of age and appropriate to SMJC because of its proximity to several high rises for the elderly.

5. Needed cooperation on several levels with clinical dependency agencies. SMJC could provide: A.) a program for educating personnel to work in chemical dependency units, B.) on site faculty to instruct residents of the agency, C.) college credit to residents for their participation in programs at the agency, and D.) course offerings for residents of the agency at SMJC.

6. Needed communications and interaction between "senior" institutions and SMJC to prevent overlap in innovations. There are opportunities for cooperation, particularly in the areas of continuing education and programs for community services.

7. For studies "to be done" which suggest both individual concerns and larger themes. General themes mentioned include career variations in programs, career mobility-challenge exams, individualized instruction, continuing education, and the changing role of the teacher.

8. Recognition of the need for accountability to the public/community. LRPC Recommendation: Ongoing followup studies of graduates should be made utilizing graduate and employer input. The validity of such study might be improved by direct input of employer expectations and by direct (or near direct) observation of the graduates. It is recognized that followup studies have a collaborative/partnership aspect, balancing (promulgating what is educationally sound and appropriate with what is occupationally desireable). Data was then established by administering questionaires to administrators, faculty, assistant faculty and students.

In response to an openended question, "If there were no restricting variables, what would you like to see being approached 70%; the following are summaries of some student faculty gave high priority to community service education and the curricular and technological modes that would make it successful.

Student Data

A questionaire given to students in May, 1973 at the request of the Long Range Planning Committee. Returns

in-put which resulted and which relates to continuing education and career mobility and the curricular modes that would make them successful. Students indicated:

1. Strong positive responses (80-100%) for changes or improvements in:

   a. Calendar and schedule
   b. General and technical education courses offered multiple times a year.
   c. Summer offerings.
   d. Modular - minicourse approach.
   e. Use of challenge exams to avoid repetition of previously learned material.
   f. Use of challenge exams at the sub-unit level (MT packages).
   g. Future use of personal, home and community experience.

Student responses to the statement---In the future SMJC may take a more active role in providing continuing education for both its own graduates and for others in the health fields. Please indicate your responses to these consequences---were structured around six questions. Responses were:

1. There may be continuing education offerings in the general education areas we now teach. 60% would use.

2. There may be continuing education offerings in the program areas we now teach. 92% to 100% would use.

3. Materials used in regular programs may become available to the programs' graduates to update their skills. 92% to 100% approved.

4. Materials used in regular programs may become available to personnel in area facilities. Wide range 60% to 92% approved.

5. We may offer short-term speciality courses or programs to help workers in the health fields become more skilled in certain areas. Average of 95% approved - would use.

6. The institution may become involved in evaluating clinical performance for re-licensing purposes - for example, evaluating inactive persons clinically who want to return to active employment or persons who change their practicing location. Average of 85% approved - would use.

Other data was collected from personal interviews with the program and project directors at St. Mary's Junior College. All of the directors stated that their professional organizations were focusing their attention on career mobility opportunities and continuing education. Several of the directors expressed an urgency with regard to these new educational ventures since their professional organizations are beginning to move in the direction of mandatory continuing education in order to maintain registry or certification at all levels of the profession. This data was organized in three areas, following the definition of community services curriculum as being made up of: I. continuing education; II. career mobility; and III. community outreach programs.

For example in the community outreach programs, and categorized within the major instructional programs of St. Mary's, specific suggestions were made for:

A. NURSING:

1. Several community directed special health programs should be developed:

    a. Drug dependency. (certificate)
    b. Venereal diseases.
    c. Family health. Nutrition.
    d. Mental health.

2. Health related short courses for the senior citizen:

    a. The "healthy" senior citizen.
    b. "How to move into an easy retirement".
    c. Adapting to change.

B. OCCUPATIONAL THERAPY ASSISTANT:

1. Would like to extend clinical areas into the senior citizen apartments. We could provide the whole gamut of occupation therapy craft and activity programs on a regular basis for this community.

C. CHILD DEVELOPMENT TECHNICIAN:

1. We could provide extension courses for community facilities desiring in-service training. Packages could be designed in 10, 20, and 30 hour sequences including both theory and practicum.

D. MEDICAL RECORDS TECHNICIAN:

1. "Ultimately, I think SMJC could be used as an extension of some health facility, perhaps as an out-patient clinic situation in which OT, PT, RT, MLT and MR services are actually rendered to patients by our students under the supervision of physicians and instructors."

E. GENERAL EDUCATION & OTHER

We could offer a whole gamut of short courses in areas that our "community" desires, such as:

1. Politics and the senior citizen: "Senior Power".
2. "Let's make sense out of economics".
3. The young family.
4. The senior citizen and mental health.
5. Human relations (could certificate for health workers, teachers and industrial workers.)

P H A S E II: P L A N N I N G

The feasibility study, which represents Phase II of the planning state of this Needs Assessment, requires an administrative commitment in order to move forward with the planning of at least preliminary programming.

The Continuing Education, Career Mobility and Community Outreach models should all be supported by investigation and response to seven components:

1. Summary and Recommendation from the Needs Assessment Report.

2. Evaluation system plan.

3. Organization and staff plan.

4. Funding considerations.

5. Facility considerations.

6. Credentialing considerations.

7. Implementation time schedule.

Conclusion

Any institution has to make at least a planning commitment before someone starts to sell a community services program to hospital adminstrators, social agency administrators, nursing home administrators and senior citizen education committees. After reviewing the literature on community service programs, and talking at length to experts in the field, and educational institution can not afford to be timid in their first contacts with the community. On the contrary, the most successful community service programs nationwide have begun with a bold step forward by a super-salesman, the community services director, with little space, and little or no funding.

Any college could wisely proceed thusly:

1. Summarize and assess the general directions and specifics of a Needs Assessment Report.

2. Proceed with a generalized funding search, which could include federal funds (Older American's Act); cost analysis "guesstimate" for a few projected courses; or a few contacts with some friendly shared-funding folk. This level of work could be accomplished by the Administrative staff.

3. Make a commitment to hire someone on a part-time basis for short duration (one quarter in the 1973-74 term) and charge the person with completing the planning stage. This charge would include: more in-depth curriculum work with program directors and deans; and organization and staff plan; and a facility study with some community contact.

4. At this point review the newly acquired data and make a decision. That decision at that time will probably have these alternatives:

   A. Let someone else do the job.
   B. Make a commitment, hire a program director and begin.

SECTION D

The Instructional Program:
The Workshops and Practicum
Offered as Coursework

CHAPTER NINE

Development of the Instructional Program of The Rochester Institute

by

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The whole of The Rochester Institute on The Two Year College Student is a combination of workshops and practicums offered in conjunction with a related Symposium. The proceedings of the Symposium of 1973 are presented in Sections A and B of this volume. Sections C and D deal with elements of the instructional program. This Chapter will relate the two by tracing elements of the development of both.

The focus of the Institute from its beginning in 1970 has always been on staff development needs of personnel operating within or curious about post-secondary but non-baccalaureate granting institutions -- the two year colleges, generally, which have been an extremely vigorous sector of higher education in recent years. The Symposium served from the start to give gloss by attracting national and regional authorities to present papers, to serve as adjunct faculty and to attract participants to the instructional program. There was a basic reason for this -- there was no soft money ever attached to The Rochester Institute and none has been nor will be sought. The whole thing, in order to be relevant and thus to be continuously viable, was supported by the hardest of hard money -- student registration feqs.

It was also recognized from the start that the gloss of the Symposium would not be enough. The pay-off for the participants attracted would be credits earned, but the pay-off for The Institute would be participants who felt they had received their monies worth while earning the credits

and who would return or encourage friends to come. This meant, in effect, that the Symposium was the dessert and the instructional program was the meat and potatos.

Overall Planning

Four principal factors are now viewed as those central to the success of moving from 50 registrants in 1950 to over 200 in 1973,--when the Fourth Institute reported upon here was conducted:

1. an attractive field site -- in this case Rochester Community College, Minnesota's oldest two year college and the one closest to Wisconsin, Illinois and Iowa.

2. an organizational unit with experience in delivering university services within non-traditional areas -- in this case the Rochester Center (for continuing and adult education), University of Minnesota

3. an advisory and planning committee with a deep commitment to, understanding of AND experience with both two year colleges and universities

4. a principal and visiting faculty characterized by a commitment to teaching, interested in more than just making an extra buck, AND one drawn from experts' credible to graduate schools and to two year colleges.

Working relations had been established previously at Rochester among three people who knew, liked and respected each other: President Charles Hill, Rochester Community College, a senior president in Minnesota and the only remaining one with national exposure and experience from having worked on AACJC boards and committees; Wilbur Wakefield, Director of the Rochester Center, University of Minnesota and who had previously taught a graduate level course on the two year college; and the writer, new to the graduate faculty at the U. of Minnesota and charged with developing a two year college program and fresh from a year with B. Lamar Johnson at U.C.L.A. These people agreed that not only should something be done, but that it could be done at Rochester and we were obviously the ones to do it. We also agreed that it must be more than a local affair and should reach first for a regional and then to a national clientele.

Planning flowed from three basic premises. First, the two year college field is faced with a host of very real but workable problems. Second, the university has credits and expertise for which two year college people have varying degrees of need. Third, for the first (people with problems) to be attracted to the second (available credits and experts) what was planned to be offered had to be both practical and real to both parties. Professors from universities operate within some considerable constraints, pertaining chiefly to their graduate schools and their colleagues. Two year college people also have major constraints, pertaining to the practicality and immediacy of their problems which they are charged to solve and the immediacy of boards of trustees. By adding Dean Swanson, Assistant Director of the Rochester Center and armed with a new Ph.D. in the administration of higher education, a core planning committee was established of people who understood the constraints of these two worlds and who could visualize and their colleagues. Two year college people also have program was a mere matter of hard work.

The Symposium

Credibility with the field was sought by use of a pertinent overall theme amenable to attaching varying topical interests and by use of a faculty made up of people in command of graduate credit and augmented by visiting experts as resource people. For example, to the annual theme of The Two Year College Student in 1970 was added the topical issue of UNREST, and Charles Hurst, Jr., from Malcolm X College, with other experts, was invited as adjunct faculty. Joe Rosand and Max Raines came in 1971 to talk about Student Personnel Services. Pete Masiko from Miami-Dade and Terry O'Bannion, University of Illinois, came in 1972 to add to a total faculty considering Careers and Activities. In 1973 John Lombardi, ERIC, U.C.L.A., and Paul Elsner from Peralta in California and four directors of two year college community service programs in the mid-West were invited to contribute to the subject of Community Services.

The Instructional Program

Credibility with the university necessarily required that the coursework -- practicums and workshops -- have prior clearance through the involved divisions, colleges and the graduate school. This requires that syllabi be prepared and samples of these are presented as Appendix C to this section.

In 1970, the first year, two such workshops were offered -- both by this writer and both for educational administration credits. The format for the first year was that The Institute would begin with the Symposium on a Sunday, the first workshop would follow Monday and run the week. The second workshop would be offered the week following the first. There was little problem with the conduct of this; and, fortunately, many of those attracted to the Symposium and the first workshop stayed over for the second one. The evaluation of this first total offering revealed, however, that those participants attracted only to the second workshop criticized the organization of the affair as they had been deprived of the expertise represented at the Symposium.

For the second year, 1971, it was decided to have the Symposium in the middle of two workshops in order that both workshops' participants could take advantage of it. It was also decided to try to do the whole thing in six days, and a second professor was brought on to help with the two educational administration workshops offered. By involving the participants in evening sessions, by requiring attention be turned to the literature of the field, the integrity of the credits awarded was protected. The problem which emerged from the evaluation of this second year of coursework was that the courses carried the same credits, i.e. from educational administration, and there was a limit of how many of these any one student could use or want.

As people in the two year college field are well aware, college of education credits in general and administration credit in particular are rarely desired by faculty. This was known in advance, and the target population from the first had been counselors, line and chief administrators, coursework interested in becoming administrators. It seemed i.e. from educational administration, and there was a limit and not administrative, lines of interest. Another modification of the instructional program was in order.

In 1972 coursework was expanded to involve credits from academic areas other than education. This was an effort to attract faculty to The Institute. Chapter Ten deals with Professor Donald Zanders counseling and student personnel based workshops, offered first in 1972, and Chapter Eleven presents Professor George Rochefort's offering which carried humanities credit and was also offered first in 1972. Another workshop was offered for Recreation Department credit (see Appendix C) Educational administration offerings were modified slightly as a new practicum number had been developed over the intervening winter and was used for the first time --- this permitted a workshop to flow into the Symposium and a practicum to flow out of it.

The instructional program of 1973 was simply an expanded form of that offered in 1972. Two workshops responding chiefly to faculty interests were offered -- one in the humanities and one in English. A second counseling and student personnel services based workshop was added by bringing on Professor Briggs, whose speciality is human relations. An additional complication arose, however, this time involving the Symposium.

The symposium had been built around experts in the two year college field. Most of those attracted were, had been or wished to be administrators of two year colleges. The same limitations to administration credits now became evident in the evaluations of participants attracted to the faculty focused courses (though these people did not involve themselves with the whole of the Symposium but only those parts they regarded as interesting) AND the student personnel services workshop participants (who had been involved in the whole of the Symposium -- essentially three sessions of an afternoon, evening and the next forenoon). Boiled down, the Symposium was not now equally attractive to all Institute participants as the Institute had grown and the interests and needs of the participants had widened accordingly.

The Future

The overall topical theme for the 1974 Symposium has been tentatively selected -- The Two Year College Student: New Instructional and Institutional Responses to New Needs. The instructional program will be changed and broadened. The two faculty areas of academic concentration had drawn poorly over the two year period they were offered. A shift will be towards other areas of faculty interest -- specifically within vocational-technical-industrial educational interests and within allied health.

More importantly, perhaps, is that the Symposium will be cut down essentially to two sessions -- a noon luncheon headliner and an evening banquet headliner.

These two changes should give the instructional faculties more time with their participants and hopefully will allow some of the faculties to have joint sessions where appropriate; for example, -- the human relations offerings of Professor Briggs relate exceedingly well to one segment of the administration workshop and practicum, and it is hoped the vocational offerings will offer other avenues of mutual support and interest.

Conclusion

The key to all this development, change, and growth has been the customer -- essentiallly post-secondary educators who seem to like what they have found at Rochester. There is a deep and often justifiable suspicion in the minds of two year college personnel when they regard the university. There are many reasons for this, and one of them would seem that universities traditionally have been ignorant of, indifferent to, or unable to cope with the real needs and world of two year college people. Universities function with difficulty beyond degree and research production and usually only if prodded by and supported by external funds and forces. The success in Minnesota of The Rochester Institute on The Two Year College Student suggests a functional model has been developed to break down some of the barriers between two year colleges and universities, at least in the area of staff development offerings for two year college personnel. More important, perhaps, it was accomplished without prodding and with hard money.

CHAPTER TEN

CSPP 5-900: COLLEGE STUDENT PERSONNEL WORK - ACTIVITIES

by

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The outstanding feature of the workshop on College Student Personnel Work - Activities was not the content (although there was quite a bit), nor the class processes (although a variety were used), but the persons in the classroom(s) and their attitudes and personalities. Therefore, there will not be a number of charts or references listed in this text.

Persons. The thirty persons registered in the workshop on activities came from fifteen states from North Dakota to Arkansas and from New York to Washington. No more than three were from any one state. About one-third were women and one-tenth were black. They held jobs with titles of chairman of an academic department, dean of students, vice president for student affairs, counselor, director of student acitivities, union program director, coordinator, etc. The age range was from 20 to 60. The size of their institutions ranged from small two-year community colleges to very large state universities.

Personal attitudes and amount of education covered a wide spectrum. Experience in activities ranged from none to nearly 40 years.

Almost all were interested in helping students as they engage in out-of-class life. Some were not. Some were interested in the course because it offered quick and economical credit and others wanted to develop further their already considerable skills.

The instructors were a student activities director from a junior college and an university student personnel director.

*This workshop was co-led by Robert Weis, Director of Activities, Rochester Community College, Minnesota.

They emphasized individual involvement in learning about their attitudes and skills. It was essentially a sharing of interests and knowledge.

Method. A syllabus, a bibliography, numerous relevant articles, and an attitude questionnaire were distributed to the class. Lectures, small group discussions, large group discussions, a case history, and evening and noon bull sessions were used to convey knowledge and understanding about our field and ourselves.

There was evaluation and goal setting with some frequency. New directions and new consensus on tasks took place hourly involving the total group.

A paper was required following the completion of the total on-campus educational experiences. Grading was made on the basis of contributions in the class and in the individual papers.

Content

EDUCATIONAL PHILOSOPHY IN THE EXTRA-CURRICULUM

The discussions were often directed to the reason for college student personnel workers; what was the philosophy of education that dictated their presence in the institution; the purpose of the extra-curriculum - its advantages and disadvantages.

We discussed the differences in the role of the faculty and the student personnel worker working with the same group and how these roles might differ. We defined the student personnel worker as a sometime policeman, a sometime counselor, sometime administrator, sometime teacher, sometime janitor, sometime service station attendant, sometime learner, as a person who had to set up red tape so that there could be consistency in how things were done, and as a person who cut red tape so that there could be flexibility for individual growth.

The role was defined as one that required many hours of work into the evenings and weekends with different expectations from the students, the administration, faculty, and the community. Sometimes there are adequate resources. Often, there are inadequate resources. There are conflicting stresses and pressures from students who want particular kinds of programs, speakers, or social activities and certain members of the community are upset with those very same programs. The student personnel worker often is caught in the middle being seen as the students' person and the administration's person at the same time.

There was discussion of the concept of in loco parentis which is essentially one of the institution being responsible for immature adolescents and expected to see that they do not get into trouble as defined by the community. At the same time the students are seeking growth experiences, wanting to deal with real-life issues, certainly not interested in substituting controls by the college for controls by the parent. The class shared experiences on substitute roles for that of in loco parentis; some were described as partnership, big brother or sister (in the positive sense), a buddie, or an older peer. Many of these roles were rejected. There was discussion of values of out-of-class life; what can be gained from participation in the educational governance of the institution; the leadershop opportunities; program development possibilities; the opportunity to use the extra-curriculum as a testing place for knowledge gained in the curriculum; and the understanding that the extra-curriculum is a place where knowledge can be gained often of equal value to that gained in the classroom.

There was an elaboration of the obvious learning experiences that are available in the out-of-class curriculum or non-curriculum; the opportunities for students to act as peer teachers; and the possibilities of aiding the community through volunteer programs with young people, old people, or handicapped. Discussion was held on the advantages of the voluntary nature of the extra-curriculum as well as the disadvantages.

Strong interest was shown in combining the extra-curriculum and the curriculum. The possibility of using the extra-curriculum to develop courses with credit for community experiences was discussed. We talked of changing the curriculum from a classroom-oriented activity to one that involves students in the community. We saw advantages in combining the action of the out-of-classroom with the mental activities of the curriculum. There was review of the numerous occasions that the curriculum and the extra-curriculum are being combined much more than they have been in the past. Examples were given of these occasions.

The whole area of relationships with the administration, with budget cut-backs, with professional organizations was explored. It was clear that the highest priorities are not given to student personnel work in our colleges and that our priorities are probably below most of the priorities at an institution. Faculty and the curriculum considerations are essentially in the driver's seat and those in student personnel work are often considered secondary to the enterprise. There was discussion of how that might change.

STUDENT GOVERNMENT AND STUDENT PARTICIPATION IN THE EDUCATIONAL INSTITUTION

Discussions were held on increasing student participation through recruiting of student leaders in high school and through person-to-person on-campus recruitment programs, i.e., finding out the social service interest of students as they come to the college. The question of student apathy was covered with the general added dimension that students could be found who are interested if the project is right. There was discussion on student involvement in the acutal running of the institution, having an advisory role on many parts of the institution including curriculum, finances, as well as student activities.

Discussions were held on different types of leadership programs. One special seminar was held on the leadership program that had been developed at Rochester Community College during the past years. This program was explained in detail and materials were made available for its use at other colleges.

One problem present in many colleges was that students, faculty, and administration form separate groups that often do not have enough inter-action with each other. Solutions were proposed. In every case, it was made clear that students and faculty, as well as the administration, are in the role of making recommendations to an overall governing board and that policy is set at the highest level. A number of college personnel indicated that this needed to be spelled out very clearly to student groups. Often they felt that all they had to do was make a decision and that decision would be enforced by the administration, whereas the decision is actually a recommendation to the administration and the policy board.

The high point of the program was a case study presented by Ed Siggelkow, Director, Student Center, U. of Minnesota, dealing with student responsibility and the responsibilities of student and faculty boards as separated from the administration. This case study also involved role-playing with a number of principals involved in the case study. Points were clearly made about the need to define the freedoms and rights of students as well as their responsibilities; the need to protect due process and also to set the codes of conduct; the need to get at understandings about responsibilities and freedoms between such groups as students, faculty, administration, legislature and other publics.

The final session was held on confrontation tactics of militant students, radical rhetoric, and responses to such rhetoric and tactics. Although this is largely the phenomena of larger four-year institutions, it is also present in the smaller two-year institutions. Because it seems to work, it will very likely be present in a lot of institutions in the future.

Questions were raised about who is responsible for righting some of the wrongs in society that crept into our educational institutions. Discussions were held on the responsibility of the educational institution to change society and what roles student personnel ought to have in that changing, if change is necessary. Discussions were held on action agents that student personnel workers might become. Numerous examples were given of take-overs of buildings or streets or offices. Rationalizations were made for the understanding of reasons for these take-overs, how to deal with them, how to avert a growing precipitation of these kinds of events. Often there is a necessary role of intermediary and the student personnel worker who has developed trust may play that role in these kinds of situations.

Conclusion

In the end it was very clear that the role of the student personnel worker is broad. There is not a definite definition of what the person needs to do and how he fits into the various kinks of campuses. The emphasis of the course was on thinking through that role. It would be specific for each individual in his situation. The course merely provided opportunities for students/staffs to understand the various kinds of roles possible in the numerous kinds of situations into which student personnel workers are placed.

Rather than an examination, each individual was to define himself and his role in his unique situation to determine whether learning or knowledge took place in this particular setting. New ideas for potential use of his service or potential services were to be explored. Many of them were outstanding.

CHAPTER ELEVEN

THE ROLE OF CLASSICAL HUMANITIES IN THE CURRICULUM OF THE TWO-YEAR COLLEGE

by

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From all signs, the "nostalgia" boom has peaked. Naughty Marietta has sung and danced her way back from the Twenties to Broadway, the Brooklyn Dodgers have donned their uniforms and played baseball again in Roger Kahn's The Boys of Summer, and the moods of the Forties during wartime and the Fifties in the dying Texas town have been recreated in Summer of '42 and The Last Picture Show. Apart from the artistic merit that any of these may have, their popularity proves that, now and then, everyone enjoys a backward look.

Frankly, this human tendency--to derive pleasure from revisiting the past--is one of the strongest arguments for introducing Classical Humanities into the curriculum of the Two-Year, Post-Secondary School. The study of the civilizations and literature of ancient Greece and Rome is surely not an excursion into the immediate past, nor do these ancient cultures evoke that sense of personal recollection which has enabled "nostalgia" to ring up cash registers around the country. And yet, it may just be the qualities opposite to the immediate and the personal, i.e., distance and difference, which recommend the study of Greece and Rome to the curriculum of the post-secondary school.

THE ROLE OF CLASSICAL HUMANITIES IN THE CURRICULUM OF THE TWO-YEAR COLLEGE

Nostalgia dwindles, as distance, both temporal and geographical, grows. The Broadway theatre-goers who applauded

1776 was less of their personal past on stage than the audiences who flocked to see Fiorello over a decade ago. Revolutionary Philadelphia touches fewer chords of reminiscence than the New York of the Little Flower. Add fifteen or more centuries, set the scene in Imperial Rome or ifth century Athens, and the distance overwhelms us. There is no nostalgia in Hadrian or Barefoot in Athens.

But, if there is no nostalgia for us in antiquity, why visit ancient Greece and Rome? Among the many reasons for studying the past there is one motive, not unrelated to nostalgia that has been marketed in the late Sixties and early Seventies, its offer of a refuge from the grim present into the past--a past, resurrected and transfigured with an innocence that it never really possessed. Nostalgia is built upon escape.

Escape may also be a motive for studying the past. Livy, a Roman historian, who lived through the destructive civil war of the 1st Century B.C., admitted that escape was one of the motives for his inquiry into the history of early Rome:[1]

> I shall find antiquity a rewarding study, if only because, while I am absorbed in it, I shall be able to turn my eyes from the troubles which for so long have tormented the modern world, and to write without any of that over-anxious consideration which may well plague a writer on contemporary life . . .

"Escape," I hear you say, "may be all right for a night of theatre or as a motive for writing history, but how practical is it for students in two-year post-secondary schools?" It is, of course, true that the curriculum of these schools is lean. The emphasis is upon the practical, the utilitarian. I would suggest, however, that the utility of subjects such as math and geometry has been highly exaggerated, while the practicality of courses in ancient civilization has been unduly minimized.

First, to the practical uses of math. How many of us ever employ any more complicated mathematical operation than the addition, subtraction, multiplication and division necessary to keep our checking accounts straight? As soon

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[1]Livius, Titus. The Early History of Rome. (Trans. Aubrey De Salincourt). Baltimore: Penguin, 1960. p. 17.

as our income becomes at all complicated, we hire accountants to figure our taxes for us. For many students, therefore, both in high school and in college (2 or 4 year), math and geometry are not all that practical.

Now that I have shown that so-called utilitarian subjects may not be so practical, let me attempt to prove that ancient studies may provide a kind of escape that is: 1) different from that found in nostalgia, and 2) decidedly practical.

As we have seen, nostalgia feeds upon personal feeling. In nostalgia we are able to recapture the mood of an earlier time in our lives. We do this, however, almost always, at the expense of truth, because nostalgia removes the hurt and softens the pain of real life to such a degree that it becomes, oddly, pleasant.

That this is a deception may be proven by an example. No matter how strangely sweet the sorrow of a disappointed first love may appear NOW, the pain was keen THEN. Nostalgia falsifies our memory of the past. Enchantment hides the truth.

The study of the past, on the contrary, is founded upon understanding. The knowledge of the history and culture of ancient Greece and Rome is not based on feeling or mood. In fact, the study of these civilizations is the surest perpetuated by most Hollywood movies which treat classical themes. The study of the past supplants atmosphere with knowledge and understanding.

And yet, what escape does it offer? On the simplest level, like Livey, we forget about contemporary concerns: international crises, national issues, metropolitan problems and personal difficulties.

More important, for a short time we escape ourselves and the culture in which we live. Although we must eventually return from Rome or Greece to modern America, we are changed in two ways: we can never look at either ourselves or the ancient world in the same way. Because distance separates us from the ancient world, when we enter that world, we see ourselves at a distance.

Earlier, I said that two qualities recommended the study of the past: distance and difference. What do I mean by difference? Obviously, Romans and Greeks are different from us. And yet, there are many who would deny this difference. How many times have you heard the moral revolution of contemporary America compared with the decline and fall of Rome? The study of the ancient world counteracts such simplistic comparisons.

Only the person barely acquainted with antiquity imagines that Greece and Rome offer exact parallels to modern times. The student of Greek drama knows full well that Antigone is not Germain Greer in Greek garb. The student of Republican Rome is not tempted by ignorance to make a superficial comparison between the mother of the Gracchi and Rose Kennedy, because both women had two sons who were assassinated. Rome after the Punic Wars does not equal America after the Korean War; Sirhan and Oswald bear little resemblance to the killers of the Gracchi brothers.

I assure you that I am not criticizing the adaptation of classical themes and plays to the modern stage. What I do protest is the glib identification of ancient heroes, heroines and themes with modern personalities and causes. The investigation of ancient Rome and Greece compels the student to discover and recognize essential differences between cultures. Let me quote a reprimand that an English scholar delivered to his own countrymen when he saw them falling victim to a passion for reading British history into Roman history:[2]

> I would suggest that this attitude of treating her (Rome) merely as a subject for autopsies and a source of gloomy vaticinations for the benefit of the British Commonwealth is a preposterous affront to history.

The union, then, of "distance" with the "different" makes antiquity a rewarding study. We have already read that the Roman historian Livy considered the study of the early history of Rome an escape. Let us now examine another benefit which Livy felt could be gained from the study of the past:[3]

> The study of history is the best medicine for a sick mind; for in history you have a record of the infinite variety of human experience plainly set out for all to see; and in that record you can find for yourself and your country both examples and warnings: fine things to take as models, base things, rotten through and through, to avoid.

I am sure that you recognize the similarity of this sentiment to that of Santayana who warns that those who refuse to study the past are condemned to repeat its mistakes.

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[2]Stobart, J.C. The Grandeur that Was Rome. New York: Praeger, 1971, p. 1.

[3]Livius, op. cit., p. 13.

My final recommendation of the study of antiquity may, in fact, be the most important. When fresh eyes scrutinize a scene, there may be new insights. As a scholar of ancient Greek history remarked:[4]

> It is often and justly said that each generation must study afresh the great authors of the past, because each will find in them certain qualities which its predecessors overlooked or failed to emphasize ...

Conclusion:

The supposition is, of course, that no matter how distant and different the world we study, the student has common bonds with the people of this world. These bonds are strong because they are forged from the human nature all men share. It would be tragic if history were to be deprived of the insights of the post-secondary student in the two-year college because his curriculum had no room for the study of the past.

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[4]Finley, John H. Thucydides. Cambridge: Harvard University Press, 1942, p. 4.

APPENDIX A: SECTION D

Starr, Gordon L.
University of Minnesota
June, 1973

REC 5-150 WORKSHOP SYLLABUS: PROBLEMS IN POST SECONDARY STUDENT UNIONS

Site: Rochester Community College
Faculty: Starr and Siggelkow

This workshop, 3 credit hours, will examine the current problems, issues and direction of student unions in the two-year, post-secondary setting. Particular emphasis will be put on the concept of the community center/union in the institution. Stress will be placed on the function and services which are or can be provided through the center/union.

Seventeen lectures, panels and critiques of papers are planned for the sessions. These plus a test session constitute normally anticipated classroom activity. Additional scholarly work is required beyond the classroom which includes readings, oral presentations and/or written reports. The paper will encourage research in depth by the student on a topic of interest selected with the approval of the professor.

Session 1: Orientation

1. Organization of the workshop, course requirements for individual work, the nature of group reports, topics, reading assignments, papers and related information will be presented.

2. Definitions: the broad, inclusive definition of the "union" will be used. This is defined as the center on the campus which is used by student, faculty, staff and the community primarily for out-of-the-classroom programs and informal use. Other terminologies and questions will be clarified.

Sessions 2,3,4,5:

These sessions will involve exploration and evaluation of the symposium speakers.

Session 6:

This will involve a general session with a related critique of all papers presented by symposium speakers

Starr, Gordon L.
University of Minnesota
June, 1973

Session 7:

1. Role of the union at the institution.
2. Identification of problems.
3. The student in post secondary atmosphere.

Session 8:

Program--leadership, boards and campus governance.

Session 9:

Program resources--art, concerts, music, graphics, etc.

Session 10:

Personnel--staffing, faculty and related aspects.

Session 11:

Auxiliary services--food service, bookstores, vending, etc.

Session 12:

Management--operation problems and solutions.

Session 13:

Facilities--planning, financing, construction, etc.

Session 14:

1. Facilities--planning, financing, construction, etc. (cont'd.).
2. Federal grants, gifts and other sources of assistance.

Session 15:

1. Relations--faculty, staff, alumni, community and post secondary education.
2. Integration of the union and the total campus.

Session 16:

Reports and critiques of model unions.

Session 17:

1. Examination and final decision.
2. Evaluation of symposium and workshop.

Morgan, Don
University of Minnesota
May, 1973

Syllabus and Schedule (Tentative)

Educational Administration 5-120: Practicum--Organization and Administration of Post Secondary Career Education

Site: Rochester Community College
Faculty: Morgan and Wakefield
Date: June, 1973

This practicum, for three graduate (joint registry) credits, will examine the characteristics and premises of career education as a concept. Principal attention is then turned to administrative and organizational schemes developed in post secondary schools to implement that concept. Necessary concern is shown the origination and development of post secondary institutions. Other principal areas of inquiry and investigation will be: (1) faculty recruitment, in-service training, and evaluation practices within the general framework of both career educational programs and post secondary institutions; (2) the advisory committee--makeup and function; and (3) equal access and opportunity--the "open door" and accountability.

Ten lecture, panel, debate, symposium, and paper presentation sessions are planned. These plus a test session constitute anticipated classroom activity. Additional work of a scholarly nature is required beyond the classroom and centers on a "take home" final examination question and brief readings in the permanent literature of the field. A practicum paper is optional--encouraged but not required--and students opting for this opportunity choose their own topic subject to approval by the instructor.

Scheduling typically requires two evening sessions--for the debate on a general topic selected by the practicum and for the banquet of the symposium which is scheduled concurrently with the practicum.

SCHEDULE:

MONDAY

Session One:

8:00 - 10:00 A.M. 1. Organization of the practicum. Course requirements are explained. Possible topics for panels to discuss are developed. The topic for a general debate is introduced.

10:30 - 12:00

2. Basic concepts and institutions are described and defined. The signifance of the "open door" and of "comprehensive education" will be examined within the context of career education and the world of work.

A definition of career education is attempted, and a brief discussion of the emergence of this concept is held.

Session Two:

1:30 - 3:00 P.M.

1. Organization patterns for post-secondary institutions--state, single district, multi-district, adjuncts of K-12 districts.

2. Administrative design flowing from organization.

3. Organizing for instructional and faculty assessment.

Session Three:

7:00 - 9:00 P.M.

1. The debate. Typically this is an evening session on the first day of the practicum.

TUESDAY

Session Four:

8:30 - 10:00 A.M.

1. Social foundations of post-secondary institutions. The relationship to national, economic and social history and practices.

2. The relationship of foundations to the implementation of career education.

10:30-12:00

3. Development of panel topics - small groups.

4. Organization of the panels - small groups.

5. Consultation with individuals on papers and projects.

Session Five:

1:30 - 3:00 P.M. 1. Panel presentations to total practicum.

3:30 - 5:00 P.M. 2. Panel presentations to total practicum.

WEDNESDAY AND HALF THURSDAY

Sessions Six, Seven, Eight, Nine, and Ten: Joint Sessions with the national symposium on career education. These will be held all day Wednesday and until noon on Thursday. Faculty is comprised of authorities presenting papers and leading discussions.

THURSDAY P.M.

Session Eleven:

1:00 - 2:30 P.M. 1. Final panel presentation as necessary

2. Take home examinations are presented

3. Presentations of readings

4. Presentation of individual project developments

5:00 - 6:30 P.M. Faculty available for individual consultation.

Morgan, Don
University of Minnesota

Site: Rochester Community College
Date: June, 1973

Syllabus (Tentative)

Ed Ad 5-128: Workshop--Faculty Problems in the Two Year College
Three Credits

The workshop will examine in depth current problems, issues and directions of two year colleges as these bear on the recruitment of, orientation to, organization and administration of, and representation of two year college faculties. Particular emphasis will be paid: (1) the purposes and goals of the institutions served with the total variety of post-secondary institutions examined; (2) the nature of students attracted; and (?) the role of faculty in improving instruction, and in institutional administration and in governance.

Ten classroom sessions are planned. These plus a test session constitute the classroom activity. Additional work of a scholarly nature is assigned for beyond the classroom and will concentrate on a written paper on a topic selected by the student but approved by the instructor. Annotated readings and a take-home examination complete the out of classroom work.

SESSION ONE:

1. Organization of the workshop, course requirements, possible topics for papers for individual work, the nature of the panels and problems for them, the topic for debate is introduced--typically this will be on the subject of state versus local control of two year higher education institutions.

2. Definitions: of a two year college (types), area vocational school, the "open door", the meaning of comprehensive when applied to curriculum.

3. Functions of two year higher education institutions, the broad scope, discrete functions, services provided, programs in effect, distinct characteristics of practices.

4. Origins of principal types of two year higher education institutions.

5. The foundations within society leading to the governance and administration of these two year institutions.

6. Why have a two year higher education institution?

7. The nature of two year higher education institutions in practice in the Upper North Central Region with focus on Minnesota, Wisconsin, Iowa, North and South Dakota.

SESSION TWO:

1. Presentation by students of topics they wish to pursue in depth for the term paper: nature of the paper required, form, suggested length, the manner of documentation and handling references.

2. Organization for the debate -- essentially a division of the house with a pro and con presentation.

3. Organization for the panel presentations; selection of topics, meetings of the panels--division of the topic among members, etc.

SESSION THREE:

1. Typical administrative and organizational schemes for faculties in two year colleges.
   a. the meaning and significance of governance
   b. supervision and evaluation

2. Chief administrative positions in the supervision of faculty and the instructional program.

3. Faculty organizations -- past and present.

4. Faculty and the central administration.

5. Faculty and the board.

SESSION FOUR:

1. Debate.

2. Panel meetings.

SESSION FIVE:

1. Organizational schemes for a single college: flow of information to the board and policy from: the emerging role of faculty and students; nature and functions of administrative positions within a college--emphasis on the argument of one dean or two for instructional responsibility.

2. Visible problems: bigness, relevancy, accountability, financing.

3. Future organizational schemes for efficiency.

4. The matter of public confidence in administration and education.

5. Evaluation - faculty and administration - and accountability.

SESSION SIX:

1. Panel presentations.

SESSION SEVEN:

1. The advisory committee for occupational education; signifance of, uses of, directions for.

2. What is institutional research and the organization for it?

3. Accrediting bodies and the nature of self-studies.

4. First of individual paper presentations as time requires approximately thirty minutes is allowed for presentation questions on individual student papers.

SESSION EIGHT:

1. Individual paper presentations and critiques.

SESSION NINE:

1. Individual paper presentations and critiques.

SESSION TEN:

1. Individual paper presentations and critiques.

These last three sessions will vary with the size of enrollment and will include formal presentations where necessary by the professor.

SESSION ELEVEN:

1. Examination period and final discussion. Evaluation of workshop.

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